

**ENGLISH LANGUAGE LEARNING BY MUSLIM  
STUDENTS IN MULTILINGUAL SETTING: AN  
ETHNOGRAPHIC STUDY**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Sandesh Ranabhat**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2021**

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## **DECLARATION**

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any University.

Date: 07/01/2021

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**Sandesh Ranabhat**

## **RECOMMENDATION FOR ACCEPTANCE**

This thesis is to certify that **Mr. Sandesh Ranabhat** has prepared the thesis entitled **English Language Learning by Muslim Students in Multilingual Setting: An Ethnographic Study** under my Supervision. I recommend this thesis for acceptance.

Date: 07/01 /2020

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## RECOMMENDATION FOR EVALUATION

This proposal has been recommended by the following **Research Guidance Committee**.

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## EVALUATION AND APPROVAL

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## **DEDICATION**

Dedicated to my parents and wife who have struggled their entire life for my  
bright future.

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my supervisor **Mr. Ashok Sapkota**, Teaching Assistant, Department of English Education, T.U. Kirtipur, Kathmandu for his unconditional support and valuable guidance throughout the research which made possible to complete my research work. This research would not be completed without his valuable guidance from very beginning to the end.

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**Sandesh Ranabhat**



## **ABSTRACT**

The title of this research is **English Language Learning by Muslim Students in Multilingual Setting: An Ethnographic Study**. The main objectives of this study were to explore the interest of Muslim students' towards studying English language in community school, to analyze English language learning in cultural background and to suggest some pedagogical implications. The research was based on Ethnography research design and qualitative method in nature. The participants of this study were three Muslim students of lower secondary level class six, seven, and eight respectively who were selected purposefully. In-depth interview and class observation were used for the collection of data, and thematic approach was applied for the analysis and interpretation of the data. Furthermore, the findings of this research suggest the English teachers, guardians, administrators, policy makers and all the concerned stakeholders to be responsible and context-sensitive. Similarly, effective teaching materials and strategies should be used while teaching.

This thesis includes five chapters. The chapter one contains background of the study, statement of research problem, objectives, research questions, delimitations of the research, significance of the study, and defining key terms. The chapter two deals with the review of theoretical literature, review of empirical literature, implication of literature review and conceptual framework. Similarly, chapter three consists design and methods of the study, population, sample and sampling strategy, sources of data, data collection tool and technique, data collection procedures, data analysis procedures, and ethical consideration. Likewise, chapter four deals with analysis of data and interpretation of the result. Finally, chapter five contains findings, conclusion and recommendations.

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## **LIST OF ABBREVIATIONS**

B.Ed.	: Bachelor in Education
CDC	: Curriculum Development Center
Dr.	: Doctor
EFL	: English as foreign language
e.g.	: <i>exempli gratia</i> (For example)
ELT	: English Language Teaching
i.e.	: <i>id este</i> (That is)
Mr.	: Mister
T.U.	: Tribhuvan University

# CHAPTER ONE

## INTRODUCTION

The topic of my research is **English Language Learning by Muslim Students in Multilingual Setting: An Ethnographic Study**. This chapter includes background of the study, statement of research problem, objectives, research questions, delimitation of the research, significance of the study, and defining key terms.

### 1.1 Background of the Study

Nepal is a multilingual country with fertile land for language and linguistics where 123 languages are in use. Nepal is also a secular country with 81.34 percentage Hindu people and 4.4 percentages of Islam people. The population of Muslim is 1,164,255. In the case of native speaker of language we can see 11,826,953 Nepali native speakers in number, Urdu native speakers are 691,546, Awadhi native speakers are 501,752, Hindi native speakers are 77,569 and English native speaker are 2,045 in number (Census report, 2011).

Muslim people are residing in borderland of Nepal, who follows the religion of Islam. Their ancestors arrived in Nepal from different parts of South Asia, Central Asia and Tibet. According to the Report of Census, (2011), 4.4 % and around 1164 million Muslims are Nepali Muslims. Almost all of them live in Terai Region. Districts with large Muslims' residents are: Rautahat (19.7%), Banke (19.0%), Kapilvastu (18.2%) Parsa (14.5%) Mahottri(13.3%), Bara (13.0%), and Sunsari (11.5%). There are only 21,866 Muslims in capital city of Kathmandu (1.2%) of the total population, (Census Report, 2011).

Every normal child learns his/her first language in the first few years of life. He/she is competent enough to communicate in his/her language before going to school (Rai, 2003). The term 'learning' is used to refer to the conscious study of a

second language (Ellis, 1985). Multilingualism is a powerful fact of life around the world, a circumstance arising, at the simplest level, from the need to communicate across speech communities (Edwards, 1994). Multi-language doesn't mean only one language but more than one language. According to Rai (2003), the person who can speak more than one or two languages he is taken to be multilingual. Generally, multilingualism refers to the features of the community where more than one language is used. The term covers both societal and individual multilingualism. In this concern, when, multiple languages are used in a society it can be said a multilingual society and when a speaker uses more than one language for the communication, can be said a multilingual speaker. Gass and Selinker (2008) present the view of Cenoz and Genesee (1998) as:

Multilingual acquisition and multilingualism are complex phenomena.

They implicate all the factors and process associated with second language acquisition and bilingualism as well as unique and potentially more complex factors and effects associated with the interactions that are possible among the multiple languages being learned and the process of learning them.

Teaching and learning in such a situation are of course challenging. It causes the problem in pronunciation and grammatical system because the systems of two languages (first and target languages) are not same. Moreover, students come to their class with different learning capacities, language background and different expectation. In such a linguistically diverse classroom, English learning becomes challengeable for students and teachers. Most of the Nepalese (44.6) % speaks Nepali language (Census, 2011). Beside that language; many caste and religion have their own mother tongue. In the case of Nepali Muslim (Banke district), they speak their own mother tongue, Awadhi and Urdu/Arabic as holy language. In the context of Nepalese Government Education Policy, they have to study either

Madarsa or formal education. In formal education, they have to study Nepali and English language as a language subject (Education Act, 1971). Similarly, the students study English as one of the language subject inside the classroom. They do communicate in their mother tongue (Awadhi language) with their Muslim colleague where learning English language in the classroom is also the part of curriculum. English language has been an international language. So that, learning English language for Muslim students focuses on the primary transmission of western values such as in English literature, Information Communication Technology (ICT), job placement, global market and also gives values for the purpose of acquiring contemporary knowledge.

If a child is born and brought up in a bilingual or multilingual society, he/she automatically becomes a bilingual or multilingual (Rai, 2003). The Muslim students are born in the society where they speak Awadhi as their mother tongue and later they acquire Urdu in their religious study. Simultaneously, they acquire Hindi language as they reside in the border land of India. Later, when they join the school, they learn Nepali and English languages that are third languages. In this situation, what is their acquiring power of language? Therefore, how would be Muslim students cooperate with teacher, community and Hindu student friends and be able to learn English as a second language acquisition. According to Rai (2003), the multilingualism situation in Nepal is natural to find cases of language dominance, positive or negative attitudes towards one language or the others, the decline in language loyalty resulting in language shift, and efforts to maintain language under pressure of multilingual area. The multilingual situation causes compulsion to learn other languages to adjust and maintain self-identity in the socio-cultural setting. Even, it also concerns; either it supports or obstructs in the process of language (English) learning of Muslim students in the Nepali speaking society.



Therefore, my interest grew up to do this research for the purpose of finding Muslim students' English language learning interest and reasons, their background and strategies of learning. It concerns with the multilingual context of Awadhi, Urdu, Hindi, Nepali that either help or hinder in learning English language of basic level Muslim students.

## **1.2 Statement of the Problem**

Nepal Constitution (2015) has reserved right to education in article thirty one and right to language and culture in article thirty two respectively. According to the education act (1971); every children must study the language subject in the same language for their language development. For example, Nepali subject must be taught in Nepali language and English must be taught in English Language.

Duwadi (2018) exclaimed that English has been international language and seen to be important because of the development of science and technology and is regarded as a vital tool for all students to become successful in local, national and international communication.

When completing the primary level education (up to 5) by Muslim students of Sahadathpur from their community school; they have to join Hindu communities' community school for their further study of basic level from grade six. According to the constitution (2015), and education act (1971), they got their education right and language subject right. They have come from their Awadhi language background and also have knowledge of Hindi and Urdu languages. In this situation neither they have adopted Nepali nor English language in the classroom respectively. Because of their mother tongue, Muslim students are facing uncomfortable to accommodate with the others students and learning English too in the classroom. In number, Muslim students are always less than others Hindu students in the classroom. Therefore, I faced such kind of problem on the side of Muslim students. So that, I was interested to explore this issue which would be

beneficial for the academia like: students, teachers, guardians, and researchers to solve the issues and strengthen the effectiveness of English language teaching and learning.

### **1.3 Objectives of the Study**

The objectives of this research were as follow:

- a) To explore the interest of Muslim students' towards studying English language in community school.
- b) To analyze English language learning in cultural background.
- c) To suggest some pedagogical implications.

### **1.4 Research Questions**

The research questions of this study were as below.

- a) How are Muslim students learning English in their classroom?
- b) What are the difficulties and problem in learning English inside and outside the classroom?
- c) What are the factors that play important role in the students to have intimacy with language, teacher and cultural background?
- d) What are the roles of guardians, teachers, school committee and the society to make them and their English language comfort in multi-language setting?

### **1.5 Significance of the Study**

Nepal government has been providing many training in multi-language issues for teachers. The main reason of the multi- language society is migration of different religion people and curriculum is not provided in the mother tongue based language. Therefore, this study helps the teacher and students of related field and those who are facing problems. The study is significant because it helps to do collaboration among students-students and students teacher. It aims to explore

information to the teacher, resource person and the head of district education office to bring effective policy with Muslim students who are facing problem in learning English language because of Multi language issues. Similarly, this study helps to have information to those teachers (in-service) who are teaching but are unknown about this issue. After this study, it shows their strategies of teaching and learning English language in multilingual setting.

### **1.6 Delimitations of the Study**

This study was based on ethnography research design and qualitative in nature. The research tools for collecting data were Interview and Observation note. The interviews were recorded in the mobile for further process. The collected data were analyzed using thematic approach and interpreted systematically. This study was conducted among the Muslim students of Banke district, especially in Khajura Rural Municipality. I selected three Muslim students from class six, seven, and eight randomly. I used purposive convenience sampling strategy to select the samples for the study.

### **1.7 Operational Definitions of the Key Terms**

The key terms of the research were as follow:

**Multilingual Setting:** This ‘Multilingual Setting’ refers to the learning situation or condition of Muslim students with Hindu students inside or outside the classroom with the more than two languages especially with their Awadhi language.

**Use of English Language:** Here, use of English language signifies the using language among others using language of Muslim students.

**Multi languages:** In my study ‘Multi languages’ refers using of more than one language in their life and inside the classroom. Such, Muslim student of that area

speaks Awadhi language, Urdu language, Hindi language, Nepali language and English language.

**Muslim students:** Here, the term 'Muslim students' signifies only those students who are studied in Hindu community school in basic level with different religion, language, beliefs, and culture than Hindu students.

**Guardian:** Here 'Guardian' indicates to the person who care after their children of Muslim students and Hindu students.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This part of the study consists of reviewing theoretical literature, reviewing empirical literature, drawing implication of the reviewed literature and conceptual framework respectively.

#### **2.1 Reviewing Theoretical Literature**

This section deals with the different theories and perspectives; which, talks about the English language learning in multilingual setting. Similarly, these theories are very useful to explore the ideas about the research. The theories are cross linguistic influence theory, nationalist theory, theory of correlation between mobility and multilingualism, theory of change. In this concern, these theoretical perspectives are directly and indirectly associated with English language learning in multilingual setting, which are mention below:

Learning a language does not mean we only learn the language rather we learn culture, norms, values and belief, Shrestha (2018). Learning other languages does not only depend on only one language but it depends on the language of nation as well. Learning English language is obviously difficult job even for those, whose Nepali language is the first language. On the other hand, those people who speak Nepali language as a second or third language should be more concerned than those whose Nepali language is the first language. Because learning number of additional languages require is always seen very difficult.

'Let it go other things, teach English to our sons' said by Junga Bahadur Rana and which is extracted from history of education in Nepal by Sharma. He has written that, after the visit of England Junga Bahadur Rana had started an English

Education system in Durbar school. Now, that English language has been spreading more than our native language (Sharma, 1990, p. 30). English is taught as a foreign language from grade one to grade twelve, and is increasingly being used as a medium of education a key selling point for private school, though it is rarely used as a language of communication (Duwadi, 2018).

‘English has been a very widely used international language in Nepal has a bigger role in education. English functions as a power language’ (as cited in Phyak, 2013, p. 130). This is the age of technological advancement and undoubtedly English has a significant role to play. Earling (2000 as cited in Brown, 2018), says that one key reason often given for the importance of English as a school subject is that it is a key skill for students to develop in order to access further education, training and employment. In terms of employability and the labor market in South Asia, English, among other skills, has been identified as lacking.

Multilanguage is the use of more than two languages. Multilanguage is essential to transferring these language skills to target language. According to the CBS (2014), there are 19 mother tongues which are spoken by 96% of the population 59% are monolinguals and 41% of the population speaks at least one second language. In this regard, European Commission (2015), states that there are many different terms used in the teaching to describe children who have learnt a different language before they enter education in a country whether that is at the start of compulsory education because they have a different language at home or during compulsory education because they are recently code switching with another language was spoken. So, they access the curriculum and progress to higher education and employment. Mother tongue makes student difficult to adjust in another multilingual class.

According to the PIRLS (2011), assessment reported that different languages at home from the one they were tested in seven countries. Being born into a minority

ethnic or linguistic group can be seriously affected not only children's chance of being in school, but also whether they learn once there. Language and ethnicity are deeply intertwined. While the language; a child speaks at home is often a crucial element of personal identity and group attachment language can be a potent source of disadvantage at school because in many countries children are taught and take rests in languages they do not understand. Language plays a central role in how children learn in schools. Getting a good education can be especially challenging for children who started life learning one language at home and how must learn from teachers and texts using a different one. On the other hand, in this section, where, I have directly or indirectly associated some theories related to this research paper are as follow:

### **2.1.1 Cross Linguistic Influence Theory**

The term 'Cross- linguistic influence' was proposed in the eighteenth century to include the phenomena as "transfer", "interference", "avoidance", "borrowing" and second language related aspects of language loss', Smith & Kellerman, (1986, p.1 as cited in Cenoz, 2001). In multilingual system, cross-linguistic influence takes place not only between L1 and L2 but also between the L2 and L3, and the L1 and L3, without forgetting the fact that the influence can also work vice versa in all cases. Therefore, the study of cross-linguistic influence in third language acquisition is potentially more complex than the study of cross-linguistic influence in second language acquisition because it implicates all the processes associated with second language acquisition as well as unique and potentially more complex relationships that can take place among the languages known or being acquired by the learner.

This theory influences students to transfer their language system in others language for purposive use. In the process of learning the other languages (i.e. L1 and L2), they generalize and apply the system of their first language that cause the

errors in learning the languages. Even, in the case of semantic and pragmatic use, they apply the system of their first language and face linguistic problem that hinders in learning and communicating. From the structural point of view, they also generalize the grammatical structures in learning second and third languages as result they commit grammatical error. Like this, the Multilingual/ Multicultural classes focus on communication with all students who come from different sociolinguistic background and negotiate the academic challenges rather than using the standard languages i the class. Thus, it suggests all the teachers and learners to focus on effective and meaningful communication among each-others rather than using the standard language. It also attempts to instruct to negotiate the system of all the languages in the process of learning particular language (i.e. L1 or L2) without any socio-cultural and linguistic gaps.

### **2.1.2 Nationalist Theory**

By the civil revolution in 1957, the political system was changed within the nation. It was a big concern in education system that school and educational institutions were started to grow rapidly. On nationalist theory the purpose of education is not to transmit knowledge, traditional wisdom, and the ways devised by a society for attending to the common concerns; rather its purpose was to stoop the will of the young to the will of the nation. According to Ferguson (1990), multilingualism has been people's lifeline in the South Asia Region (as cited in Awasti, 2008). However, in the context of Nepal Awasthi (ibid) states

People in Nepal present a living example of multilingual social life.

Clearly, Nepal as a nation-state rests on its multicultural, multiethnic and multilingual construction. It is also clear that Nepal's geography, ecology, demography and social construction inter alien are all in harmony with multilingualism. Nepal's diversity is its reality. If, it's linguistically



diversity is reduced and/or restricted, the existence of Nepal is unthinkable (p. 29).

The above mentioned statement depicts that one goal of the education is to bring a feeling of nationalism in students. The theory instructs all the concerned personalities to send their children in school not only to learn English language but also to get knowledge of socio-culture. This theory views that, English language learning is only the learning of foreign language not more than our national official language. Nepal has never been a secular of others country but English has made us secular in terms of language in education. In such situation, the theory suggests to step up very carefully regarding the learning of English education. It directs to set up Nepali socio-cultural flesh (aspects) in the English skeleton (structures); it is because if the Nepali socio-cultural aspect loses its originality then its and its speakers' identical existence can be vanished. It portraits that as Nepal is multilingual nation, its schools consists of speakers and learners from different socio-culture and linguistic background which is the matter of being proud. But in the process of language learning in the multilingual classes, it hinders because it is complex phenomena to acquire the system of other language. Therefore, it awakes and suggests all the concerned people to be aware and maintain the socio-cultural and linguistic aspects in the process of obtaining the English language education in multilingual setting.

### **2.1.3 Theory of Mobility and Multilingualism**

Edwards (1994), puts his view that multilingualism is a powerful fact of life around the world, a circumstance arising, at the simplest level, from the need to communicate across speech communities. There is certainly a relation between simply mobility and multilingualism. Scholarly and diplomatic interaction and exchange, for example, have always necessitated multilingual facility among on elite. But daily physical mobility is also important, accounting for a more

widespread, non- elite multilingualism. For this support, Milton (1608-74as cited in Edwards, 1994) wrote

‘...though a linguist should pride himself to have all the tongues that babble cleft the world into, yet if he have not studied the solid things in them as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother-dialect only’.

As in this theory, each language interprets and presents the world in a somewhat different ways; the unique wellsprings of group consciousness, traditions, beliefs and values are thus seen as intimately entwined with language. In this regard, the place Pokhara is renown of tourism. Like this, one proverb is in Nepal that is, ‘Pokharaka ko bhaisi le pani English bolchha’. This shows the mobility of people and their business and mobility towards English language. Now, English language learning has relation with the mobility of their culture, trade, business, and values with interest.

#### **2.1.4 Theory of Change**

Theory of change is the belief that it is simply a methodology for planning and evaluation. It is essentially a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. This leads to better planning, in that activities are linked to a detailed understanding of how change actually happen. The interim constitution (2007), declared Nepal as a secular country. Although this is strength, it also presents challenges for the country under required resourced education system. The medium of instruction in most schools here is Nepali; but there has been a shift in two directions. On the one hand many educationists and some political groups have advocated that education should be provided to children in their mother tongues, and Ministry of

Education (MOE) has a policy of supporting mother tongue – based multilingual education. The movement to federalism is likely to give this fresh impetus. On the other hand, most private schools have imparted English as the medium. There is a great demand for English from parents and communities. In this regard, the research of (UNESCO, 2011), explain that; many parents do not realize the fact that education through mother tongue in the beginning of schooling, will actually enhance the capability of their children to learn a second or foreign language such as Nepali and English respectively.

However, most community schools are not resourced in terms of teachers or of teaching and learning materials to effectively deliver the curriculum in English. The same is true for schools in terms of teaching in children’s mother tongues. The constitution of Nepal (2015) provides that every Nepali community living in Nepal shall have the right to acquire education in its mother tongue. There is also a provision to establish a language commission ensuring representation of the provinces within a year from the commencement of the constitution.

## **2.2 Review of Empirical Literature**

To be a multilingual is an opportunity in language field. But the situation is that how many languages can be stored in the domain of brain. Do all language users have same proficiency of speaking or all languages have same weight while speaking? So, the situation is that acquisition of second and third languages whether it hinders or not in acquiring third language i.e. learning English language. So, many Scholars have found out the results of Multilanguage in the following empirical way:

CERID (2003) carried out a research under the title “Access of Muslim children to Education”. The objective of the research was to identify the obstacles to the participation of the Muslim children in public school education and suggest relevant policies and practices. This research is a field-based in-depth study. The

participants were Muslim religious, teachers, political leaders, intellectuals, educationists and persons at the policy level. Research was done in Bagaha and Tenhuma VDCs of Rupandehi district. Information was collected by using of these tools (a) status survey (b) interview with household heads, (c) interview with key informants, (d) focus group discussions and (e) in field observation. The findings show several hindering factors such as economic factor, religions, cultural, language, mistrust, skill training, matches, mismatches and incentive distribution.

CERID (2008), conducted a research on “Formal Education in Madrasas of Nepal: A Study on Emerging Trends and Issues.” It was a field based in-depth case study. The ultimate aim of this study was to access the effect of inclusion of formal education courses in Madrasas on the access of children of Muslim community to mainstream education and analyze problems or issues regarding inclusion of formal education in Madrasa. The population of this studies catchment areas were considered as; the newly registered Madrasas and their Stakeholders such as management committees, teachers, parents, students and Muslim community. At least three Madrasa from each district were selected for this study. Similarly, total number of sample Madrasas were 11, number of respondents for interview were 88 persons, number of students were 110 and number of FGD ( Focus Group Discussion) with community people were 110 persons.

Jahangiri and Mucciolo (2008), on their article “Characteristics of effective classroom teachers as identified by students and professional” presented the data collection methods often include open ended interviews, direct observation, and written documents such as open-ended questionnaires. In this study, subjects over the age of twenty one were asked to volunteer for participants. The study conducted from June 2006 to June 2007. An open-ended survey was given to the volunteer research participants for the both groups, the survey asked two questions: What qualities do you like most in teacher/presenter? What qualities do you like least in teacher/presenter? Researchers have their findings on

Multilanguage and the impact of Multilanguage. In many contexts, it helps for the students and less context it hinders in learning English. Likewise, if English became a third acquisition for a student before acquired languages hinders in learning English. It make difficult to those students who are from Muslim religion and should study in Hindu community school. So many of researchers have researched in the issue of multi languages and its implication and somehow hindrance.

UNESCO (2011) conducted a research on “Multilingual Education in Nepal: hearsay and reality?” The main aim of the study was to explore and analyze the realities of the multilingual education (MLE) program being practiced in seven schools from six different stakeholders of the MLE program, which consisted of teachers, the school management committee (SMC), parents and the children. In addition to policy makers, policy implementers and educationists were also contacted to gather information. However, the findings of the study indicate that unless implementation aspect of MLE is realistic, the MLE program may not be sustainable. Parents’ awareness raising programs are required. Like this, the teachers need support to run the program effectively and they feel that the support provided by the state is not adequate parents, children, teachers and other community members want to continue the program, suggested the MLE situation in all school is not discouraging.

European Union (2015) claimed a study entitled “Language Teaching and Learning in Multilingual Classrooms, Education and Training.” This included arrangements and support for mother tongue teaching and learning. A general characterization of the research regarding multiple language teaching, prior language experience and acquisition order on student’s language proficiency in primary and secondary school included in this systematic research mapping will be described in the following. First, general characterizations such as country or countries where the studies were carried out and research designs used will be

presented and then more specific conditions will be accounted for. Culture and Language are interrelated. Without culture language is an object. So, they come together. Similarly, the geographical setting of the scope was sent to include studies from the EU, Switzerland, Norway, the USA, Canada, Australia and New Zealand. As is evident from the table below, a high number of the fifty-eight included studies are from a southern Europe context. During the screening process, it became clear that many of the Spanish studies were conducted in a Basque context and it was decided that it would be product to isolate these from the Catalan Studies more specifically there are a total of twenty-six studies from Spain, out of which seventeen were conducted in the Basque country and 9 were conducted in Catalonia. In the following characterization of the included studies, it was therefore decided to distinguish between Catalan studies and studies from the Basque country. The reason for doing so is that linguistic situation of the two regions is different both in terms of the typological relation or linguistic proximity of the two languages that are in contrast (Basque and Spanish on the hand, and Catalan and Spanish on the other) and the educational structures or settings that have been adopted in two areas.

A study entitled “Muslim students’ challenges in learning English” by Shrestha (2018); conducted that main aim of that research is to find out the challenges in learning English among Muslim students from Madrasas and community schools in terms of environment, encouragement, family background, society, culture, motivation, attitude and pedagogical implications based on the findings of the study. For this purpose, research is delimited to the Madrasas and one community school of Morang district of Nepal. In this research 20 Muslims students from each school were selected. This study was survey research designed based on quantitative and qualitative approach. The samples were selected by using non-random purposive sampling produce and data collection tool was the questionnaire with close ended and open-ended question. The finding of the research showed

challenges of environment, self-confidence, attitude, encouragement, motivation and family background.

### **2.3. Implications of the Literature Review**

Implication of the reviewed literature refers to the practical use of analyzing and explaining the particular reviews. This helps as a scaffold to another study. The article, which are reviewed are related to my topic “English Language Learning by Muslim students in Multilingual Setting: An Ethnographic study”.

The study of CERID (2003) helped me to identify the obstacles to the participation of Muslim children in public school education and suggest relevant policies and practices. Similarly, it shows the position and base of Muslim students in the context of classroom access.

Similarly, study of CERID (2008) helped in my research to study the status of Muslim children’ inside the classroom of formal education in Madrasa as well. It also helped me in analyzing problems or issues regarding inclusion of formal education in Madrasa. Finally, the aforementioned research works were of great value to carry out my research.

Likewise, the study of Jahangiri and Mucciolo (2008) supported me to find the qualities of teachers, inside the classroom. Beside this, it also supported to find the context of acquisition English by students; is hinder able or supportable in the multilingual setting

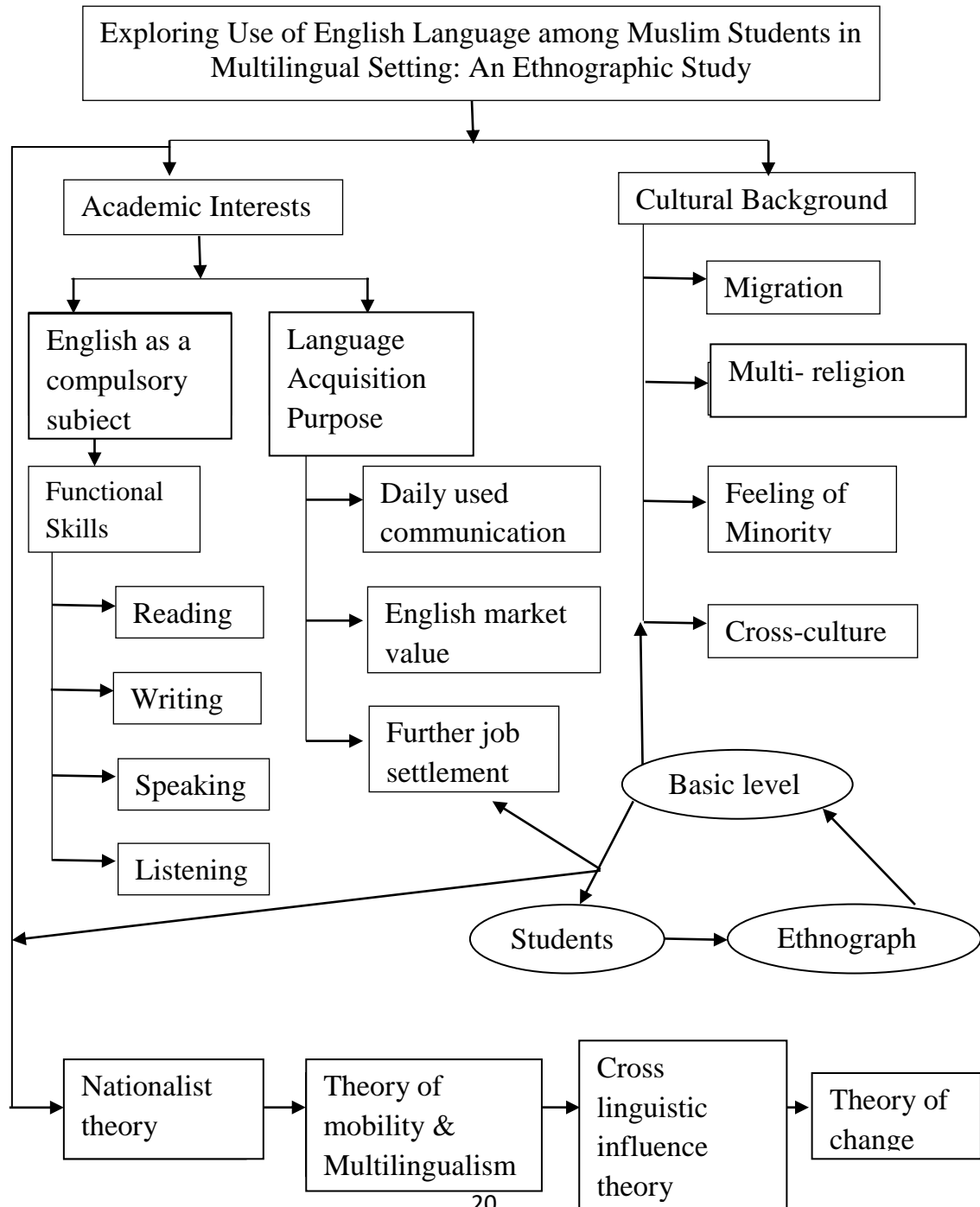
The study of EU (2015) helped me to understand the interrelation of culture and language, with the meaning in the context. On the other hand, it helped to find reason of interrelated culture and language in terms of the typological relation or linguistic proximity of the two contrast areas.

As well as, the study of Shrestha (2018) provided me with the way to find out the challenges in learning English among Muslim students from Madrasas and community schools in terms of environment, encouragement, family background, society, culture, motivation, attitude and pedagogical implications based on the study.



## 2.4. Conceptual Framework

In this globalization period, many people migrate for their better opportunities where learning English language are impacted by others languages. Similarly, multi-culture, multi religion also impact on English learning. Falling of minority also hinders in language learning. In this issue, English language learning for Muslim students' conceptual framework is given below:



The above mentioned conceptual framework was based on the research entitled "English language learning by Muslim Students in Multilingual Setting: An Ethnographic Study". Here, first two items were taken from the objectives. Academic interests had relation with the students; how they create interest on English language learning. For this objective, two factors were studied; one was English as a compulsory subject and language acquisition. In first, it was going to see a relation of functional skills of students according to the subject such as: reading, writing, speaking and listening. In second, language acquisition studied the relation of communication or purpose of English in market value and going to see the value with the job settlement or not. These were related with the objectives. Similarly, another term that was cultural background studied with the relation of migration, multi-religion, falling of minority and cross culture. The question, "Does these items helps or hinders in learning English in their cultural background?" had been seen by relating these items.

On the other hand, four theories were related with the above items. To support the theory, such as, nationalist theory, theory of change, cross linguistic influence theory and theory of change had been studied by relating with these items. Finally, all these theories and two objectives were connected with students of basic level in ethnographic research design. In conclusion, this research had relation among these items and mainly had focused on two objectives and four methods as well as having relation with students of basic level in ethnographic study.

## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This section of the study includes design and methods of the study, population, sample and sampling strategy, research tool, source of the data, data collection procedure, data analysis procedure and ethical consideration respectively.

#### **3.1 Design and Method of the Study**

The research design of the study was Qualitative. According to Gonzales et al., (2008, p. 3 cited in Cohen et al., 2011), qualitative research provides an in-depth, intricate and detailed understanding of meanings, actions, observable as well as observable phenomena. Similarly, the method of the research was Ethnography. Maharjan (2017) defines that ethnography is the in-depth study of naturally occurring behavior within a culture or social group. It seeks to understand the relationship between culture and behavior. Like this, Cohen et al., (2011), defined designs that; elicit verbal, aural, observational, tactile, gustatory and olfactory information from a range of sources including, amongst others, audio, films, documents and pictures and that it draws strongly on direct experience and meanings. According to the Hamersley and Atkinson (1983, cited in Cohen et al., 2011), define the main methods of data collection in naturalistic enquiry are: participant observation; interviews and conversation; documents and field notes; accounts notes and memos. In this research procedures ethnographer typically spends considerable time in the field interviewing, observing, and gathering documents about the group in order to understand their culture-sharing behaviors, beliefs, and language.

Therefore, I applied the above mentioned research design and method in my study to meet the objectives of the study. Likewise, I adopted it to collect the lived

experience (data) of the selected participants for analyzing to bring knowledge and reality about learning English language of Muslim students.

### **3.2 Population, Sample and Sampling Strategy**

In my research, Muslim students of basic level from Khajura Rural Municipality of Banke district were taken as population. I selected one/one student from each class six, seven and eight. In the process of selecting the samples for my study, I applied purposive convenience sampling strategy on the basis of their unique characteristics that was suitable for my study.

### **3.3 Sources of Data**

Three Muslim students had been used as primary source in this research to collect required data. On the other hand, related journals, articles, and books had been used as secondary source for this research study that provided valuable ideas and techniques to conduct the research study for the fulfillment of the objectives.

### **3.4 Research Tools and Techniques**

The research tool of my study was In-depth interview and Class Observation Note. In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce, 2006). In-depth interviews are useful when you want detailed information about a person's thoughts and behaviors or want to explore new issues in depth. Similarly, class observation note is a tool that helps the researcher to get actual activities performed by the participants. It provides real behavior to extract new knowledge.

Therefore, I took in-depth interview with three Muslim students in order to get their deep level of English language learning experiences and made observation note about their actual activities performed during class for the fulfillment of the objectives of this study.

### **3.5. Data Collection Procedures**

This qualitative data collection procedure is a field based procedure. So, it is an important procedure as well. To collect the data, I applied the following procedures; at first, I set my mind for collecting data according to the nature of my research's objectives. Then, I visited school and developed rapport agreement from the head teacher and class teacher too. After developing rapport agreement, I noted down students' names according to the attendance register up to basic level. Then, I was there inside the classroom in order to listen the teacher as well as non-participant observing towards the students. Simultaneously, with due permission, students were observed in each class of English subject. After that, I selected students purposively. Like this, next further fourteen days, where, I had spent time by building rapport with the students in the classroom and outside the classroom. Similarly, all the activities of the Muslim students were noted down in the diary, while learning English in the classroom. As a part of the data collection, the recording of their interviews were recorded in the mobile set with their permission.

### **3.6 Data Analysis Procedures**

To analyze the data, I used thematic approach. It is a widely-used qualitative data analysis method. According to Braun and Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. Similarly, Dumaguit (2017) defines thematic Approach as the process of integrating and linking multiple elements of a curriculum in an ongoing exploration of many different aspects of a topic or subject. For this, first of all, I transcribed the recorded data in to written form to extract the information obtained from each of the participants. Then, I organized properly each of them. Similarly, I coded the main ideas of each participant by linking to the objectives. Then, I decoded each of them. In similar vein, on the basis of the similarities and

interconnectedness of the ideas, I integrated them into different thematic notations. Likewise, For Class Observation Note, First of all I computerized them and organized properly. Then, I extracted the main points from each and related with the points noted from the interviews. Finally, after building relevant themes; I interpreted them.

### **3.7 Ethical Consideration**

Main source of qualitative research is a person. So, main concern was their privacy, personal life and religious aspects. In the same way, I was alert in their permission, right, fame/prestige, liberty and secrecy. So, the activities were not one against their permission. The social norms and values were considered properly while collecting data. I did not expose the name of the students; for that, I used pseudo name. Similarly, no copy-paste was done in this research without citation. Likewise, references and citations were mentioned for avoiding plagiarism in the research. Moreover, every suggestions of the supervisor of the English Education Department were followed.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF THE RESULT**

This chapter contains the analysis and interpretation of data that is related to English language learning by Muslim students. The data reflected the struggles pertaining to learn English language.

#### **4.1 Analysis of Data and Interpretation of the Results**

The data obtained from in-depth interview and observation note were analyzed by using thematic approach. The data were first viewed holistically and then analyzed thematically to build themes and interpret based on the objectives. In this research, the pseudo names; Student 'A', Student 'B', and Student 'C' are given to the participants to maintain the confidentiality. Thus, I created the following major themes:

##### **4.1.1 Increasing Curiosity Headed for Learning English Language**

In the present context, English language is regarded as the most prestigious language. It is used in the every the every field of the word like education, science and technology and engineering and so on. In the context of Nepal, People from every society and religion come to learn English language beside their socio-cultural phenomena. Especially, Muslim students come from Awadhi (Hindi) language speaking community and their religion leads them to learn Urdu language. Similarly, they learn Nepali language to be maintained in the Nepalese society and to communicate with Nepali speaker. Exception of these, they learn English language to be adjustable in the present scenario of the country and world. From the analysis of the data, Muslim students interest and learn English language for the following reasons.

###### **4.1.1.1 English as Means to Progress**

English is global language and used globally. It is used for the multi purposes like education, to get job, for prestige and so on. Every learner has own purpose of

learning English to be progressive in the life. In case of Muslim students, they are seemed interested toward learning English language.

In this concern, here is an assertion from Student 'C'

*English is very important language. Educated people speak it. English language is used everywhere. It is used in school. It is used in offices and Bank. It is also used in Multimedia like mobile, calculator and Television. It helps to get job as well.*

The above mentioned assertion clarifies that English language is multi-sectored language. It depicts that English language has high status and multiple usages. It is used for many purposes like to get education, to get job, to be technically advanced, to be familiar and competent in the field of science and technology. Even, for the purpose of multimedia use like dealing with calculator, mobile and social network, it is the most useful. It shows its uses in the field of science and technology, literature, engineering, medical and multimedia and education system. Even, in the present context of Nepal, it clarifies that the persons who speak it are well educated. Whoever speaks this language, people regard them as highly educated and reputed. Therefore, Muslim students are interested because they have belief that they can use English language in their future building. Most of the electric and electronics devices have been focused on English language. They have to familiar with gadget. This culture may also help them in their working field for the future. Simply, English language is used at airport, if they are thinking to go abroad. This kind of belief and culture may help them in their life and future. In this regard, to learning English language is to create and maintain their identity as well educated and reputed, to be competent user of English in multi-sectors. Similarly, Student 'B' also states

*I am very interested to English. English speakers are treated as the most educated person who enjoys the social prestige. English speaker can adjust*



*in every corner of the world. I Enjoy learning and feel interested to speak it though I can't speak properly.*

The above mentioned statement depicts that in the present context of Nepal, the person who can communicate in English is treated as educated. The society gives him/her high respect because English language is regarded as the most standard language and the language of high reputation that can be used by the educated person. Even, the person can be adjustable in the any corner of the world as he/she is regarded as the familiar person about the field where English language is used because it is the language that helps people from different linguistic background to communicate and share their message easily. It is the key to create the scenario of proving self-competency in the global context in this global era. Due to this, the learners from the Muslim community are highly motivated to learn English language to create self as educated and to enjoy due respect in the society.

Thus, English language has been established as global and most standard language in the world. It has been using in the global scenario for different purpose like academic, business, science and technology, and social media. It has been the main gate way to enter the field of succession. Likewise, it has been built as the language with high reputation that people enjoy in the society. Due to this, the Muslim students are motivated and interested to learn English language. They learn it to get opportunities for obtaining the competency in the use of English language in the multiple sectors and adjusting in global context to be success in the life.

#### **4.1.1.2 Collaboration as Means of Learning**

Collaborative learning in comparison to self-learning is the most effective and long lasting. It creates the sense of belongingness among the concerned persons that strengthen learning. It is the most powerful means of sharing (give and take) knowledge. Through collaboration, learned/known knowledge is shared and unknown knowledge is obtained.

In this concern, Student 'A' said, "*I have both friends Muslim and Hindu. I stay with all and enjoy in study with them. Sometimes, if I get problem, they teach me so I learn very easily*".

The expression exposes that Muslim students believe in collaboration. They like to make friends from different linguistic background. They love to stay with the friends of different socio-cultural and linguistic background and enjoy social harmony. They accept the trends that friends (collaborators) play vital role in learning English. So along with single/self-learning, they believe collaborative learning as more effective. Like-wise, while facing problem in learning English, solution can be found easily if there is collaboration with other practitioners (friends). It is because, if each actioners share their views regarding learning language, the language problem can be solved easily. Thus, collaboration is one of the most effective techniques that create the environment of quick, easy and enjoyable learning with long lasting.

Similarly, Student 'C' also states

*My teacher tells me to study English. After Madarsha class, teacher gives leave and I come here to study. Even when I ask for leave to come here early for some purposes, he allows me...When I try and work hard, then I feel English easy. Especially, when teachers and my friends help me, I become happy and interested toward learning it more.*

The above mentioned saying clarifies that not only friends but teachers' help and suggestions in study also motivates learners for effective learning. The trends of culture found in Muslim community and students. The number of students from Muslim community is being increased in the school and their presence in the class as well because of the collaboration from their colleagues and teachers. The students' friendship and helps inspires them to engage in study. Even, belief on hard labor in study is also established that helps and enhances the level of interest

in study and learning competency. Thus, Collaboration can be having with both student and teacher that lead the learning toward the sense of belongingness to each-other. This trend of ethnography is found in Nepalese society. It fosters the strong wish for working hard that makes learners success.

Likewise, from the observation of Student 'B' it was noted that

*It was Friday and the school had organized Quiz Competition. In the competition, he had not participated but was helping teachers in managing the program. He helped arranging benches inside and outside of the class. He seemed very active student. He and his team were really good. He controlled the mass/audience very nicely...His friend (Kudabuddin) had lost his copy so that he taught him to pronounce the word...Similarly, I found that he was sharing his sharpener to his Hindu friend to sharp pencil that really impressed me. After that he went to the teacher to show his class work; the teacher checked and found some mistakes and did correct.*

From the above mentioned narratives, it can be said that with the sense of collaboration, every individual can have more information/knowledge. The teachers' collaboration with students can lead them toward the effective and enjoyable learning with hardworking and optimistic views. Similarly, with the collaboration of students to students, the sense of belongingness and feelings of strong friendship can be fostered that is the means of strengthening the learning capacity. Thus, it up lifts the level of effective learning English language of Muslim students. It is the strong means of bringing Muslim students in the stream of English education for their progression.

Thus, from the above mentioned articulations, it can be concluded that collaboration is the most powerful means for enhancing students' level of curiosity, interest and dedication for learning English. Where, they have the culture of collaborating from their community. They do collaborate from praying

Nawaz, studying Kuran and Urdu. This Kind of culture develops their belief to do collaborate in other sector. In future they can meet their dream and can be success in their profession as well. It creates the sense of belongingness to each-other for effecting and long-lasting learning. It discourages the anxiety and selfishness of individuals (learners) far from the traditional thinking of obtaining remarkable position in the class (i.e. 1st, 2nd and 3rd) rather, it develops the sense of helping, sharing and enjoying learning together. Thus, instead of creating issue in term of socio-cultural and linguistic aspects, the sense of collaboration and environment should be created.

#### **4.1.2 Impacting Aspects for Language Processing**

For successful language learning, different aspects impact and play vital roles. The environment where language is learned must be supportive. Socio-culture, family background and school environment determine the level of effective and successful language learning. As English language is foreign language in the context of Nepal, there is no proper environment of learning it. Even, in the case of Muslim students, mostly, English language is learnt as forth (after learning three languages: Awadhi, Urdu and Nepali) language. Therefore, different affecting factors are encountered in the process of language learning.

##### **4.1.2.1 Linguistic Diversity**

As Nepal is multilingual country, the classroom consists of the learners from multiple linguistic backgrounds i.e. languages and language learning capacity. In such a situation all the linguistic diversities cannot be addressed. Due to this, English language teaching and learning is influenced and causes inefficiency and incompetence. In this regard, Student 'A' states

*I speak Hindi language...I study Kaida, Yassernal Kuran, Ammapara, Alislammeen, Sayakul...I speak Nepali with Nepali speaking friends in the school...I can't speak English properly... I use Hindi while talking to my*

*father, mother, brother and sister... Hindi, Urdu and Nepali language that I speak creates problem in English learning.*

The above mentioned articulation depicts that students come from linguistically diverse context. The Muslim students first speak Awadhi/Hindi, then they learn Urdu in Madarsa, they learn Nepali in school (Nepali speaking society) and they come to learn English in the school as it has been recommended by government of Nepal as compulsory subject. In such situation, it is very complex to have good command of a particular language. The social system of Muslim community has a strong faith on Madarsa Education so that Muslim students are sent to Madarsa where they study about different subjects and their dimension. Similarly, they need to speak Nepali with Nepali speakers in the school who are in high majority. They speak Hindi at home. Likewise, in the English class, they must use and speak English theories of English education suggest. Because of this complex phenomenon, the Muslim students face challenges and feel difficult to learn English language.

Similarly, Student 'B' also says

*I can speak Nepali and Awadhi and I can read Urdu and English little bit...Awadhi is spoken in my village...Sometime; Nepali is also used in my village... I study Urdu in Madarsa so that I feel it difficult to study all the languages together.*

The above mentioned statement reveals that Muslim students have to deal with more languages. They have to learn more languages as compulsion to adjust in multilingual society where Nepali is dominant language. Their home language is Awadhi and they must speak it to maintain their originality and identity. Their religious faith is on Urdu language that they must learn at Madarsa and use it. After that they learn Nepali to be adjusted in the Nepali speaking society as it is national/official language of Nepal and most dominant. So, while learning

English, it is very difficult to maintain previously learnt languages and their systems and to learn new (English) language. Therefore, the situation creates the matter of dilemma in term of systems of all the languages that they learn and use. Thus, this cause some sort of difficulties to Muslim students to learn new language that is English.

Likewise, from the observation of Student 'A', the following stipulation was found

*He started to read the passage from others' book. When Student 'A' started, he was unable to read and pronounce a single word and sentence but he can read letter of word. This is his weak point in English. The teacher asked them to write in the book so he started to write with the guidance of the teacher. But he became confused at a time and was helped by his friend. Finally, he was called by the teacher and taught individually. After that he returned back and started to write...he used mainly Awadhi language and sometime Nepali too...The teacher asked for homework every student showed but Manjur did not.*

From the above mentioned narrative, it can be said that because of multilingual situation, the Muslim students have to deal with more languages. They speak Awadhi/Hindi at home, Urdu in Madarsa, and Nepali in the school. Because of this, they become fluent and accurate neither in Nepali nor in English that they come to learn. The system of all languages that they have to deal with collapse on each and block to new learning. They fail to capture the system of all the language together in a single day in the situation of paying attention to other sectors in study except language education. The situation hinders in learning English language.

Therefore, Muslim students and their parents have the sense of studying English language along with their religious languages. In the context of Nepal, English language is used in many sectors. They have such kind of belief in English but somehow this may put Muslim students in hinders. These hindrance occurs only

because of the linguistics diversity and low level of language explore and comprehension. On the other hand, the sense of collaboration and means to progress support them to be good in English language learning. It can be depicted that in a single class, the students (Muslim) come from different linguistic background (as they have to learn several languages) and they use their languages in the same class. In such a linguistically diverse classroom and context, it is difficult for teacher to address all the languages brought into the classroom and the learning capacity and for the students; it is very difficult to maintain learnt languages and to learn new language. Terry (2010) states that being more reflective and aware of how people learn can improve learning and increase the teacher effectiveness for diverse learners. Therefore, it creates a serious problem for English language teaching and learning.

#### **4.1.2.2 Low Level of Language Expose and Comprehension**

In multilingual setting, all the learners cannot grasp the subject matter because of different linguistic and non-linguistic factors like classroom setting, familial background, target language exposing and practice. The situation creates difficulties to understand and use the subject matter (English language).

In this regard, Student 'A' says

*I use Hindi while talking to my father, mother, brother and sister... I study Urdu in Madarsa so that I feel it difficult to study all the languages together... Mostly I speak Nepali in the school because nobody uses English in the school; subject teacher only speaks little bit.*

The expression reveals that there is no proper environment for learning English in relation to Muslim students. At home, they use their mother-tongue, Urdu in Madarsa that is its target language. Similarly, they mostly use Nepali language in the school. Due to this, English exposing seem very weak that creates the problem in learning English. Likes wise it becomes very complex to learn and maintain

more languages together. Even, in the school/class room where the students go; cannot have opportunities for speaking/practicing the language. It makes difficult in learning English language.

Similarly, Student 'B' also states "*...English is not spoken in my community... I feel it difficult to study all the languages together.*"

The statement depicts that there is no expose of English language in the Muslim community. They are out of context regarding use of English language and feel difficult in learning it. Every learner needs proper and enough expose to learn so as in the regard of English language too. But Muslim students are far from this. So it creates the problem in its practice and use that cause hindrance in learning English language.

Likewise, from the observation of Student 'A'; the following event was found.

*The teacher called him in front and asked to write in the copy and he wrote seven properly. At the same time, the teacher asked him to read chapter 2 that was 'A brave female Pilot'. At the same time, he frankly said that the problem was on the pronunciation. ..Then, I asked him that what his problem in English learning was. He said that he didn't know... The teacher asked them to write in the book so he started to write with the guidance of the teacher. But he became confused and was helped by his friend. Finally, he was called by the teacher and taught individually.*

From the above mentioned text, it can be said that the students (Muslim) have been facing problem in pronunciation and in content comprehension. As there is no proper expose of English in their community, they can't get proper environment for learning English. In such situation, they are not able to practice for pronouncing/speaking and writing the English language. Their learning only exists in the classroom that longs for 45minutes. Like-wise, only teacher performs as



instructor during class period but not others. It has made them to be backward regarding learning English language.

Similarly, from the observation of Student 'C' the following happening was noted

*After sometime, she got turn for it. She took the turn of tourist and her friend for Ram. She read sentence, where her pronunciation was paused (she stopped) in some words. At the same time, teacher helped them. She also took help from the teacher when she was confused... While reading, she was confused so, she called the teacher and asked and was helped...The teacher asked for the homework; while checking homework of other, she was very silently reading word meaning. The teacher checked hers and did some correction because all the work was not correct...The teacher asked homework but after checking the teacher was not satisfied with the answer so she again asked students to write it.*

The above mentioned term reveals that in the process of learning English, students face problem in relation to pronunciation, and reading comprehension. At home, Muslim students get environment of Hindi and Urdu language but not for English. Even, none of their family and relatives guide them for English except teacher. Like-wise, they have had problem in doing homework. Due to this, they don't get help from the guardians; there is no proper environment of English in their community that make them to face problem in learning English.

The above mentioned narrative portrays that the use of the language that differentiate from students' mother tongue hinder in learning because in earlier stage, they don't familiarized with varieties of languages. The difficulties are aroused in term of reading and writing. Even, while speaking, proper tone (pronunciation) seemed weak. Jiang (2017) states that cross linguistic studies on second language learning reveal the components of reading such as word recognition, phonemic decoding, spelling and oral text reading are prone to the

influences of first language orthography. Thus, because of low/no expose of target language and practice, the comprehension level of the learners is affected and hindered.

### **4.1.3 Pedagogical Insight for Language Processing**

For successful language teaching and learning, it is not enough to store the content knowledge in the brain. Rather, it requires the most powerful and effective ways to deliver the content knowledge to the students according to their nature of learning level and classroom situation and socio-cultural background. In the following session, the pedagogical suggestions are mentioned.

#### **4.1.3.1 Bilingual Policy**

Learners come from multiple linguistic backgrounds. They bring their own language, culture, norms and values in to the classroom. In such a linguistically diverse classroom, teaching English is very complex phenomena without using effective materials and ICT which is hardly possible in the context of Nepal. So the language as medium of instruction should be decided on the basis of the majority or common languages spoken in the classroom because all the languages can't be addressed.

In this regard, Student 'A' says

*I understand it (English) more if it is translated in Nepali. It is because to be able to speak English, First of all I should know about the language that is possible if it is taught through the language that I understand to be well learner, first the helps us about the direction to understand and clarifies the meanings of text and grammar rules.*

This articulation portrays that students can learn English better if they are taught and directed through the language they understand. It helps to understand the word meaning and context of its use and usage. Similarly, grammatical rules can be taught through translation method using the language that they understand. It

eases them to understand and catch the language structure, use and usage. In this way, they become able to learn English and implement better in day to day communication and for academic purpose as well.

In this regard, Student 'B' articulates that

*My teacher uses Nepali language to teach English here in lower secondary level. And I feel it easy because I can understand and speak Nepali well. Firstly, my teacher speaks English, and then she translates in Nepali...If I don't understand in Nepali then some time she uses my language...I can understand through Awadhi and Nepali both. But Awadhi is more effective for me...In teaching word meaning, she tells in Awadhi and also while writing essay, she guides me in my language to make me understood.*

The above mentioned articulation depicts that the learner (Muslim students) can understand about English language and learns it better if they are taught through translation method based on bilingual principle. As Muslim students have to deal with more languages, they can be taught through the different language that is to translate the English word meaning. Even, if they are taught through their home languages (i.e. Hindi and Awadhi) they feel easy to learn it. It makes them comfortable to learn the language because they understand it more effectively.

Furthermore, from the all observation note of Student 'A', it was noted

*The teacher was teaching word meaning. All the students were listening very carefully and so she did. But immediately, when teacher asked to her, she answered nothing. The teacher asked her that she understood or not. She says that she did not. The teacher then, told her in both Nepali and Awadhi respectively; she said 'Yes, I know' and became happy.*

The text depicts that teaching English language through using only target language (English), students (Muslim students) feel it difficult. But, teaching English

though the use of mother tongue or other language that student (Muslim students) can understand makes them easy to learn the lesson. It makes them comfort in the class and learning English because they grasp the information easily that is delivered.

Similarly, from the observation note of Student 'C' I noted following points

*The teacher was teaching about Godawari. The teacher told about the place and asked two questions, one to Student 'C' and next to another student. No one could reply. The teacher then continued teaching. But for this time, Nepali language was being used mostly. The students seemed to be comfort. They listened more carefully than before. After finishing, the teacher asked question to two other students; they reply that right though grammatically answers were not relevant. The teacher then asked fill in the blanks, the students reply all which were correct.*

From the above mentioned text, it reveals that while doing activities like answer/question, filling the gaps and transforming of the grammatical items, Muslim students felt comfort and seemed well learnt if the teacher guided them by using the language (Nepali) that they understand. While teaching English through the language that they understand helps to understand for long lasting as well as they can do the activities in relation to the lesson. In this way, they were found active and faster in learning if the teacher teaches through the language that they understand/know.

Thus, it can be said that in some cases, teaching through only English is not relevant and sufficient. English is seemed to be taught by using the language that students understand. It helps the learners to get more information about the language they come to learn. In this case, Beka (2016) argues that learning in mother tongue boosts their self- confidence, psychological stamina, self-expressive skills, clarity of classroom communication and instruction, academic

achievement and overall quality education. So it can be concluded that the students in basic level education should be taught through their mother tongue using it as a medium of instruction. It helps them to understand and grasp more knowledge and information.

#### **4.1.3.2 Use of Effectual Tools**

Teaching materials are in the heart of teaching. It makes classroom alive and interesting. By using teaching materials, the complex subject matter can be presented easily for better understanding. It makes the concept memorable and sustained. While using the teaching materials, the factors like learner's age, gender, level, need and interest should be considered. Similarly it should be locally available and easy to be used.

In this term, Student 'B' says

*... if people in my community would speak English then it could be easier for me. Even, if the teacher could use teaching materials like audio and video then I could feel it easier... When teacher uses chart paper, flash card, language game while teaching English, I understand better than in normal class. So, it helps me to grasp more information.*

From analysis of above mentioned expression, it can be said that teaching and learning materials make classes alive; they maintain every activity effective for deep learning. In the context of Muslim community, the English exposing is very low that makes them difficult in learning it. But, it is the teaching materials that ease in learning English. If the teacher could use materials and language games on the basis of the nature of the lesson and classroom situation, students learning increases. It makes the learners more concentrated and active and creates the enjoyable learning environment. Even, it motivates toward well practice for better learning.

Similarly, Student 'C' states

*If teacher teaches English by translating in Nepali, and by showing picture then I understand more. Sometime, teacher also shows us mobile to teach word meaning then I feel so happy to study. And, while teaching lesson, if the teacher writes the main points on the board, it becomes easy for me to understand and to note down in the copy.*

The above mentioned articulation clarifies that instead of chalk and board teaching, the teaching by using different kinds of supplementary and printed materials along with display materials can make English language class interesting. The teaching materials like picture, mobile (i.e. Information Communication Technology) and Daily using materials like board and marker makes teaching and learning activity effective. They motivate and raise the level of interest toward learning. It also makes the learning long lasting.

Furthermore, from the class observation note of Student 'B', it has been noted as

*The teacher first show android mobile and used it as teaching material. All the students were interested and happy to see it. The teacher then started to discuss about lesson by showing picture in it. She was so concentrated to the teacher.*

The extracted term depicts that students become very interested, active and eager to learn in the class where the teacher uses new trends in this new era. As it is the era of technology, students are highly interested in it. In this regard, the teacher can use the technologies like mobile, audio recorder and player, laptop and projector in language class. Like-wise, the teacher also can use pictures, charts and relia in the class. Due to this, students become motivated and interested in practicing and learning. As result, the students get clear concept about lesson after teaching though teaching material use it in practical life.

Similarly, from the observation of Student 'C' I found as following

*The teacher started to discuss about writing essay on the topic of "Computer ". The teacher showed picture of computer and asked what that was. All students answered very excitedly as "This is computer". At first, the teacher did brain storming and wrote the points given by the students. While brainstorming, she was writing points in the copy from the boards. The teacher asked for its parts; ...says key board, monitor and mouse very excitedly and happily. The, the teacher started to describe the computer and its parts very nicely. She was looking very interested and concentrated to the teacher.*

The above mentioned text portrays that teaching by using materials attracts learners' attention toward learning. It makes learners happy and excited to learn. It makes the learning environment interesting. If the teacher uses materials like relia, model and pictures, students get live opportunity to practice. Likewise, the teacher should be studious, dynamic, explorer and context sensitive to make right decision for effective teaching and learning. Even, they get students involved in classroom activity along with applying the effective materials. It makes students more comfortable and interested to take part in learning. Due to this, students develop their concept and understanding strengthen and long-lasting.

Thus, teaching materials are the most powerful weapon in the context of teaching and learning. It motivates students and makes concept clear and long lasting. Bušljeta (2013) states that to achieve the learning goals, it is extremely important to clearly define the conditions and methods of utilizing teaching and learning resources in the teaching and learning process. In this regard, the teachers also should be the context sensitive to deal with every teaching and learning activity. Thus, as the teaching and learning materials are the heart of teaching and learning

activities, it makes the students' concept sustained and memorable, and helps to remember at the time of using it.



## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This chapter deals with the findings, conclusion and recommendation as follow.

#### **5.1 Findings**

Throughout the experience of the participants obtained from in-depth interview, I found the English teaching and learning situation in/for Muslim students. The struggles that they faced throughout their student life inspire the other students for strong dedication toward learning English language. The major findings of this study have been mentioned as follow that are based on the data analysis and interpretation, research questions and objectives of this study.

##### **5.1.1 Muslim Students' Perception on English Language**

With the reference to data analysis and interpretation, it was found that Muslim students are interested and motivated to learn English language because it is global language and used globally in the field of education, business and science and technology. They perceive English language as means of succession in the present scenario of the world as it is the most powerful means to get education, to get job and to adjust in the global world; as it is lingua franca. Likewise, they have strong belief on collaboration and are very collaborative in nature while learning; they share their study materials, knowledge to both Muslim and Hindu students etc. believing to enhance their level of learning English language. This trend of culture can be seen in the Muslim society and students. Moreover, Muslim students are found very helpful and active too in extra-curricular activities; they actively help and supports in managing the programs that is the example of collaboration; it is the most effective means of learning English language.

### **5.1.2 English Language and Socio-Linguistic Aspect**

The data analysis and interpretation revealed that Muslim students are found dealing with multiple languages like Hindi/Awadhi, Nepali and Urdu in the process of learning English language. It makes their learning difficult as system or grammar of English language differs from others. They face problem in understanding English because, there is no/low expose of English in their community that deprives them for practicing it to use. Even, Muslim students are found to study in two schools, Madarsa and community school in a same day that makes them difficult to manage time to study subjects of both schools. It makes them weak in learning English. Likewise, they are found struggling a lot to learn English and adjust in Nepali speaking society because neither English nor Nepali is used in their community. It makes scenario of being separated from other in term of linguistic; however, they have been practicing and maintaining it through hard struggle.

### **5.1.3 Pedagogical Insight for Muslim Students to English Language**

The analysis and interpretation of data showed that the classroom consist heterogeneous students in term of socio-linguistic back-ground. In such a situation, teaching by applying single or similar method doesn't exist effective. So, it was found that the teachers are studious, dynamic, explorer and context sensitive. Muslim Students are found to feel comfort in learning English through Nepali/English. They understand and grasp more knowledge of English if it is taught using the language they speak and understand. Likewise, it has been concluded that effective teaching materials like display, supplementary and printed including new technologies, relia, model and daily using materials that are used in the classroom are the most powerful means of learning English for Muslim students. They make teaching and learning activity lively, enjoyable, practical and meaningful. Moreover, they are found encouraged and interested to be engaged

and active in learning English. They develop their level of knowledge for long-lasting though out the teaching where effective teaching materials are used.

## **5.2 Conclusions**

Nepal is linguistically and culturally diverse country. It consist of altogether 123 mother tongues (according to census report 2068 BS) so, it is multilingual country. It has been perceived as a mega problem not only in single school but in the whole nation. The multilingualism creates socio-cultural and socio-political conflict regarding linguistic rights. In similar vein, it also creates a serious problem in ELT classroom that causes the challenges for all the stake holders such as students, teachers, parents, administrators, educators, material developers, textbook writers, curriculum designers and policy makers. In such a situation, the concerned personnel should be conscious to take contextualized decisions in the process of designing teaching and learning materials and policies. The teaching and learning materials and medium of instruction should be prepared based on bilingual policies to provide linguistic rights and to make feeling of ownership and belonging to the community/nation. In this regard, Yamphu (2015) argues "the use of mother language as the medium of instruction in the classroom teaching-learning activities promotes meaningful learning. On the other hand, for the English language teaching and learning, the concerned authorities should design the effective policies, materials, and make the authentic materials available in order to enhance learners' language efficiency and proficiency for adjusting in the international/global context. Similarly, as SSDP (2016-2022) and SSRP (2009-2015) have recommended applying mother tongue based education in basic level education, the students' mother tongue should be used as medium of instruction. It should be kept in the mind that both English language and other languages as medium of instruction should go side by side and be supportive to each other. While preparing the materials and policies both central and local stake-holders should be given opportunities that create feelings of becomingness. It should be

done on the basis of majority of language users. Therefore, while addressing the multilingualism regarding English education/language, the stake-holders should be dynamic, contextual and responsible for improving the existing situation of multilingualism in education. Similarly, they also should play evitable roles to preserve and promote indigenous languages through the system of education beside the use of English as medium of instruction while teaching English language.

### **5.3 Recommendations**

In this section, suitable recommendations for further research have been mentioned. According to the findings and conclusion, the following guidelines have been recommended in relation to policy, practice and further research. These recommendations were helpful to all, who were interested in multilingual education system of Nepal.

#### **5.3.1 Policy Related**

The following are the major recommendations regarding policy related issues:

- a) The concerned authorities should make insightful and apparent policies for motivating Muslim students toward learning English.
- b) Bilingual policy should be implemented to address the multilingual setting addressing Muslim students.
- c) The teacher networking and educational programs including teacher training should be organized to create platform of learning and refreshing in term of teaching Muslim students. And the provision of its supervision should be in implementation.

### **5.3.2 Practice Related**

The following are the major recommendations regarding practice related issues:

- a) Decentralization of educational plans should be in practice and teachers themselves should be practitioner, explorer, decision maker, and contextual regarding teaching English to Muslim students.
- b) Teachers should apply every teaching materials and strategies recommended and suggested by the Curriculum Development Center.
- c) According to the classroom context and students nature of learning, effective and meaningful activities should be implemented.

### **5.3.3 Further Research Related**

The following are the major recommendations regarding further research related issues:

- a) For the further research, the researcher can investigate about role of student motivation in learning English.
- b) The researcher can study about the role of parents and community of Muslim students in learning English.
- c) The researcher can study about the role of school administration for addressing Muslim students toward learning English.

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# **Appendix 1**

## **Questionnaire**

The research tools of my research were In-depth interview and Observation Note. The guideline for the interview had been as below:

### **Background of the Students:**

- Which language do you speak in your family?
- Which languages can you speak individually?

### **Language Used in School:**

- What language do you speak in your school with your Muslim classmates and Hindu classmate?
- What medium of instruction is being used in your school? (e.g. Mother tongue, Nepali, English or all)
- Do you understand all English language and Nepali language?
- How often do your teachers use your tongue while teaching English? Is it easy to learn through your mother tongue?

### **English as an Opportunity:**

- In which language do you feel easy to learn or understand the English subject?
- Is English language interesting for you?
- Which is easy to learn among languages which you have learned?

### **English in Muslim Community:**

- How do you learn English language in classroom and outside the classroom in your community school at primary level?
- What do you think about English language learning; according to your interest and cultural background? How it will be easier to learn?

### **Hindrance in Learning English:**

- How often do your teachers use your tongue while teaching English? Is it easier to learn through your mother tongue or hinders?

## Appendix 2

### Participant Consent Form

**Mr. Ashok Sapkota (Supervisor)**

Teaching Assistant

Department of English Education

T.U. Kirtipur, Kathmandu

#### **English Language Learning by Muslim Students in Multilingual Setting: An Ethnographic Study**

I agree to take part in this research study. In giving my consent, I state that I understand the purpose of the study; what I have been asked to do, any risks/benefits involved.

1. I have read the participant information statements and have been able to discuss my involvement in the study with the research if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do have to take part.
4. I understand that I can withdraw from the study at any time before I submit my responses to the researcher.
5. I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission except as required by law.
6. I understand that the result of this study may be published, and that publications will not contain my name or any identifiable information about me.

**Signature:** .....

**Name:** .....

**Date:** .....

# English Language Learning by Muslim Students in Multilingual Setting: An Ethnographic Study

## Interview No. 1

**Interviewer:** What is your name?

**Interviewee:** *My name is 'A' (pseudo name).*

**Interviewer:** In which class do you read?

**Interviewee:** *I read in class six.*

**Interviewer:** How many languages can you speak?

**Interviewee:** *I can speak two languages; Hindi and Nepali.*

**Interviewer:** What about your Awadhi language?

**Interviewee:** *I can't speak.*

**Interviewer:** Which language do you speak at home?

**Interviewee:** *I speak Hindi language.*

**Interviewer:** Do you speak Urdu language?

**Interviewee:** *No, but I study it in Madarsha.*

**Interviewer:** What do you study in Madarsha?

**Interviewee:** *I study Kaida, Yassernal Kuran, Ammapara, Alislammeen, Sayakul etc.*

**Interviewer:** Is English taught in Madarsha?

**Interviewee:** *No.*

**Interviewer:** While talking to your father, mother, brother and sister, what language do you use?

**Interviewee:** *I use Hindi while talking to my father, mother, brother and sister.*

**Interviewer:** How much can you speak English?

**Interviewee:** *I can't speak English.*

**Interviewer:** Can you read books written in English?

**Interviewee:** *I can read English little bit because pronunciation and it' tone doesn't match with my mother tongue Hindi.*

**Interviewer:** In school, which language do you speak?

**Interviewee:** *I speak Nepali.*

**Interviewer:** Have you faced any difficulties while learning Nepali language?

**Interviewee:** *It is easy.*

**Interviewer:** When you came from your village in this school for the first time, did you feel any difficulties in Nepali language?

**Interviewee:** *No, I felt it easy.*

**Interviewer:** As you speak Hindi, Nepali and study Urdu, Do you feel any problem in Learning English language?

**Interviewee:** *Yes. Hindi, Urdu and Nepali language that I speak creates problem in English learning.*

**Interviewer:** Which language do you feel easy; Urdu or English?

**Interviewee:** *English language is easy.*

**Interviewer:** Either Muslim or Hindu friends do you have more in school?

**Interviewee:** *I have both friends Muslim and Hindu. I stay with all and enjoy in study with them. If I get problem sometime, they teach me so I learn very easily.*

**Interviewer:** While studying, is your language Hindi used?

**Interviewee:** *No. It is not used.*

**Interviewer:** How much do you use English?

**Interviewee:** *English is used little bit.*

**Interviewer:** Do you understand English while teaching?

**Interviewee:** *Yes, I understand it little bit.*

**Interviewer:** Which do you understand more either English taught in English or translating it in Nepali?

**Interviewee:** *I understand it (English) more if it is translated in Nepali. It is because to be able to speak English, First of all I should know about the language that is possible if it is taught through the language that I understand. To be well learner, first the helps us about the direction to understand and clarifies the meanings of text and grammar rules.*

**Interviewer:** Do you feel if your teacher would teach you English by using your language Hindi; like Ball means Gend instead of Bhankundo and Apple means Sep instead of Syau?

**Interviewee:** *No.*

**Interviewer:** Why?

**Interviewee:** *It is because I have got chance to learn Nepali.*

**Interviewer:** How much does your teacher use your language?

**Interviewee:** *Hindi?*

**Interviewer:** Yes.

**Interviewee:** *She uses little bit.*

**Interviewer:** Do people speak English in your Muslim Community?

**Interviewee:** *No. They don't.*

**Interviewer:** English is neither spoken in your community nor in Madarsha; even little bit is spoken in School. How much difficulty do you feel to learn English?

**Interviewee:** *It is very difficult.*

**Interviewer:** How could it be easy for you to learn English?

**Interviewee:** *It could be easy if teacher translate in Nepali.*

**Interviewer:** Which language do you use with your family while coming and school and going to home?

**Interviewee:** *I use Nepali language.*

**Interviewer:** Which language did teacher use to teach English while you were in primary level?

**Interviewee:** *Hindi was used.*

**Interviewer:** Where do you understand more either in primary or here in lower secondary?

**Interviewee:** *I understand here more.*

**Interviewer:** Do people tell you not to study English or not in your Muslim community?

**Interviewee:** *No, they don't tell.*

**Interviewer:** You are in Roja. Right?

**Interviewee:** *Yes.*

**Interviewer:** Are you in Fasting?

**Interviewee:** *No.*

**Interviewer:** Why?

**Interviewee:** *To study.*

**Interviewer:** Does it create problem in study?

**Interviewee:** *Yes.*

**Interviewer:** If your teacher teaches English either in Nepali or Hindi; which one would be better for you to understand more?

**Interviewee:** *If my teacher uses Hindi to teach, it would be better to understand.*

**Interviewer:** Is there any issue in your Muslim religion to study English language?

**Interviewee:** *No, there is no problem.*

**Interviewer:** Ok. Thank you very much.

**Interviewee:** *You are welcome.*

# English Language Learning by Muslim Students in Multilingual Setting: An Ethnographic Study

## Interview No. 2

**Interviewer:** What is your name?

**Interviewee:** *My name is 'B' (pseudo name).*

**Interviewer:** In which class do you read?

**Interviewee:** *I read in class seven.*

**Interviewer:** Is Nepali language spoken in your home?

**Interviewee:** *No.*

**Interviewer:** If so, which language is spoken?

**Interviewee:** *Deshi (Awadhi) language is spoken.*

**Interviewer:** What is about Urdu language?

**Interviewee:** *It is studied but not spoken at home.*

**Interviewer:** How many languages can you speak?

**Interviewee:** *I can speak Nepali and Awadhi and I can read Urdu and English.*

**Interviewer:** While talking to your friends, which language do you use?

**Interviewee:** *According to the friends, I use language. If friends speaks Awadhi; I use Awadhi and if friends speak Nepali; I use Nepali.*

**Interviewer:** Which language is used to teach English in your school?

**Interviewee:** *Nepali is used.*

**Interviewer:** Mostly, which languages does your teacher use while teaching?

**Interviewee:** *Firstly, my teacher speaks English, and then she translates in Nepali.*

**Interviewer:** Does your teacher use your Awadhi language while teaching?

**Interviewee:** *Yes. If I don't understand in Nepali then some time she uses my language.*

**Interviewer:** Which language is more effective to understand English?

**Interviewee:** *Awadhi language is more effective.*

**Interviewer:** How do you feel about English language?

**Interviewee:** *I am very interested to English. English speakers are treated as the most educated person who enjoys the social prestige. English speaker can adjust in every corner of the world. I Enjoy learning and feel interested to speak it though I can't speak properly.*

**Interviewer:** You Speak Awadhi and Nepali and even Urdu and English little bit. Among these languages, which is better to understand English language?

**Interviewee:** *I can understand through Awadhi and Nepali both. But Awadhi is more effective for me.*

**Interviewer:** Which language is spoken mostly in your village/community?

**Interviewee:** *Awadhi is spoken.*

**Interviewer:** And what is about Nepali language in your village?

**Interviewee:** *Sometime, it is also used.*

**Interviewer:** Do you like to study in Madarsha?

**Interviewee:** *Yes.*

**Interviewer:** Is there Madarsha in your village?

**Interviewee:** *Yes, it is.*

**Interviewer:** If so, why don't you study there?

**Interviewee:** *I study there.*

**Interviewer:** Then, why have you come in this school?

**Interviewee:** *Madarsha is closed now.*

**Interviewer:** Oh really! In which time do you study there?



**Interviewee:** *I study there in the morning.*

**Interviewer:** Oh! You study in Madarsha in the morning and here in the day, right?

**Interviewee:** *Yes.*

**Interviewer:** Is English spoken in your community?

**Interviewee:** *No, English is not spoken in my community.*

**Interviewer:** Which language did your teacher use to teach English when you were in primary level?

**Interviewee:** *My teacher used Awadhi language to teach English.*

**Interviewer:** Now, in this school, do you feel any problem to understand English?

**Interviewee:** *My teacher uses Nepali language to teach English here in lower secondary level. And I feel it easy because I can understand and speak Nepali as well.*

**Interviewer:** Nowadays, it is Roja period. Are you in fasting?

**Interviewee:** *Yes.*

**Interviewer:** Can you study in Madharsha in the morning and here in the day while fasting?

**Interviewee:** *Yes. I can. There is not problem.*

**Interviewer:** What would make learning English easier? What do you think?

**Interviewee:** I feel it easy now. However, if people in my community would speak English then it could be easier for me. Even, if the teacher could use teaching materials like audio and video then I could feel it easier.

**Interviewer:** Has it created any problems in learning many languages like Nepali, English Awadhi and Urdu in Madarsha?

**Interviewee:** *Yes, I study Urdu in Madarsa so that I feel it difficult to study all the languages together.*

**Interviewer:** While teaching, does your teacher give you any priority as multilingual student?

**Interviewee:** *Yes, she gives. In teaching word meaning, she tells in Awadhi and also while writing essay, she guides me in my language to make me understood.*

**Interviewer:** Ok. Thank you.

**Interviewee:** *Welcome.*

# English Language Learning by Muslim Students in Multilingual Setting: An Ethnographic Study

## Interview No. 3

**Interviewer:** What is your name?

**Interviewee:** *My name is 'C' (pseudo name).*

**Interviewer:** Where do you live?

**Interviewee:** *I live in Sahadathpur.*

**Interviewer:** Where did you study till primary level?

**Interviewee:** *I studied in my own village.*

**Interviewer:** How many languages can you speak?

**Interviewee:** *I can speak Urdu, Hindi, Nepali and little bit English.*

**Interviewer:** How many languages can you family speak?

**Interviewee:** *My two brothers and I can speak Urdu, Hindi, Nepali and English, and my parents can speak Urdu Hindi and Nepali.*

**Interviewer:** In the school, which language do you speak?

**Interviewee:** *I speak Nepali, Hindi, and English sometimes. But I speak Hindi only with my Muslim friends.*

**Interviewer:** Which language does your teacher use while teaching?

**Interviewee:** *She uses English and Nepali.*

**Interviewer:** Do you understand Nepali and English spoken by teacher in the classroom?

**Interviewee:** *Yes.*

**Interviewer:** Is there any problem in it?

**Interviewee:** *No. I can understand both languages. In the early, it was difficult but now it is easy.*

**Interviewer:** Are you interested in learning English?

**Interviewee:** *Yes, I am very much.*

**Interviewer:** Why?

**Interviewee:** *English is very important language. Educated people speak it. English language is used everywhere. It is used in school. It is used in offices and Bank. It is also used in Multimedia like mobile, calculator and Television. It helps to get job as well.*

**Interviewer:** Do you study Urdu now?

**Interviewee:** *Yes.*

**Interviewer:** Can you speak it properly.

**Interviewee:** *Yes.*

**Interviewer:** Do you study Urdu in Madarsha?

**Interviewee:** *Yes.*

**Interviewer:** In which time do you go there to study?

**Interviewee:** *I go at six and come back at 8/9 a.m.*

**Interviewer:** Do you not feel difficult to study in Madarsha and here in the school?

**Interviewee:** *No, but it is difficult to walk.*

**Interviewer:** And in study?

**Interviewee:** *There is no homework in Madarsha; word meaning memorization is given sometime only. So, it does not make difficult here in the school.*

**Interviewer:** Do teachers of Madarsha encourage you to study English?

**Interviewee:** *Yes. My teacher tells me to study English. After Madarsha class, teacher gives leave and I come here to study. Even when I ask for leave to come here early for some purposes, he allows me.*

**Interviewer:** That's very good. How would teaching and learning English be more effective? What do you think?

**Interviewee:** *If teacher teaches English by translating in Nepali, and by showing picture then I understand more.*

**Interviewer:** How much do you study English at home?

**Interviewee:** *I do homework and read books.*

**Interviewer:** Is English difficult to study?

**Interviewee:** *Yes, when I try and work hard, then I feel English easy. Especially, when teachers and my friends help me, I become happy and interested toward learning it more.*

**Interviewer:** Ok. Thank you very much.

**Interviewee:** *Welcome.*

# English Language Learning by Muslim Students in Multilingual Setting: An Ethnographic Study

## Observation Note: 1

**Name:** 'A' (*pseudo name*).

**Class:** 6

**School:** Shree Banke Rastriya Adharbhut Vidhyalaya, Dhaulagiri, Banke (*pseudo name*).

### Day 1

I entered the class six with the subject teacher. All students were standing by greeting and be seated after. I noted down all the Muslim students' name from the attendance register that are mentioned below.

1. Manju khan (*pseudo name*)
2. Kudabuddin Ali (*pseudo name*)
3. Arif Shek (*pseudo name*)
4. Akil Shekh (*pseudo name*)
5. Rukshsen Shekh (*pseudo name*)
6. Khati Ali (*pseudo name*)
7. Nisha Shekh (*pseudo name*)
8. Badraddin Ali (*pseudo name*)

Among the above mentioned students, underlined students were present. Similarly, according to the sampling process, I chose 'A' as participant by applying purposive convenience sampling strategy. While choosing him as sample, I also observed his homework that was the base for selection. The subject teacher requested them to read the passage from the book. He read the passage in the book. The topic was from the unit one named 'Some birds and animals'. He discussed with the teachers and answered the questions. He listened the teacher properly. He sometime looked in the book and at the same time he used to look to the teacher. As the teacher asked all the students to do exercise from the book, he started to write the work. While writing exercise, he used to consult with friends. He used to use Nepali language (Difficultly) sometime. He was confused at a time to write answer of a question and took help of his teacher. At the same time, the teacher used English, Nepali and Awadhi language according to the necessity. He

seemed to help his friends in doing homework too. The class was over and I came out of the class with teacher.

### **Day 2**

The subject teacher and I together entered the class. All students did greeting. The teacher checked homework of the students. In the same process, 'A' also showed his homework to the teacher. After that, the teacher said to students to read the word meaning, all students including him started to read word meaning loudly. In his bench, two were Muslim students and one was Hindu, when the teacher started to write auxiliary verbs on the board, he stopped to memorize the word meaning. Then, he started to write the verbs from the board. He looked at the white board according to the instruction of the teacher. And then, when the teacher asked the question, he answered. After that, the teacher gave class work that was to write auxiliary verb five times in their copy and read, and so he did. While writing the class work, the bell was rung and the teacher gave same work as homework.

After that I spent my time with him and asked about his language. He told me that he can speak Nepali, Hind and Urdu language at home. Similarly, he told me that he does homework for himself because no one helps him to do homework.

### **Day 3**

Subject teacher and I entered the class. All students were greeting by standing. The class was silent; some students had gone to toilet and some for water. I sat back side of the class by watching him. The climate was hot and hot air was blowing. He was sitting in the first bench including other three. The subject teacher asked for homework so he came in front of teacher and wrote word meaning word in his copy that was unique for me and also inspires other students to develop vocabulary power. He also discussed and guided to his friends one after another. The teacher gave the class work that was to memorize and write the word meaning so all students engaged in that. Soon after, the bell was rung. However, the teacher asked students to turn page no. 4 that was Time for Grammar. He seemed not interested however he turned the page and looked to the teacher who was writing the sentences on the board to find out the vocabulary. The class was quite noisy so the teacher asked them to be quite at the same time in of the friends was putting hand on his neck. He was sometime looking to the board and sometime around the class.

#### Day 4

A usual, the teacher and I entered the class. All students did greeting. I sat backside of the class observing students, particularly to 'A'. He had worn sky blue shirt and brown pants with sandals and was sitting in the second bench with his Muslim friends. The teacher asked for home work so all students started to show homework and so he did. After that, the teacher asked to turn page no. 4 that was yes/no question. The teacher answered all the questions and asked to write in the book. He also started to write in the book. After that, the teacher wrote on the board and answered yes/no question. Then, He and all students started to write from the board. At the time I noticed that he was using four line English copy that was completely neat and clean. Similarly, I found that he was sharing his sharpener to his Hindu friend to sharp pencil that really impressed me. After that he went to the teacher to show his class work; the teacher checked and found some mistakes and did correct. The bell was rung and the teacher left the class. After that I noticed him talking in Nepali to ask for Nepali text book to his friends.

#### Day 5

Today, I sat backside of the class after entering with the teacher. Today, 'A' was on school shirt and casual jeans pants. The teacher asked them about auxiliary verb and word meaning. But no one was ready to tell. He also was not ready to tell but he did conversation with his friends. Today also he sat on second bench of the left row in the class in between one Muslim and one Hindu friend. He stood up and went for his homework to show. He talked with his friends. The teacher was going on homework checking and other students were memorizing auxiliary verb and he did too. His friend (*Kudabuddin*) had lost his copy so that he taught him to pronounce the word. The teacher was teaching word meaning. All the students were listening very carefully and so she did. But immediately, when teacher asked to her, she answered nothing. The teacher asked her that she understood or not. She says that she did not. The teacher then, told her in both Nepali and Awadhi respectively; she said 'Yes, I know' and became happy.

After sometime, the topic was changed. He started to read the passage from others' book. When he started, he was unable to read and pronounce a single word and



sentence but he can read letter of word. This is his weak point in English. After that the bell was rung and the teacher left the class by giving them homework.

### **Day 6**

After entering the class, I sat back side of the class. I noticed that 'A' had worn sky blue shirt and brown pants and was sitting with a Muslim friend in the second bench. The teacher asked them to check their homework so he showed homework to the teacher. After that, with the guidance of the teacher, he practiced the auxiliary verb by writing them in the copy. The teacher asked him to write all the auxiliary verb but he said that he can write only seven. The teacher called him in front and asked to write in the copy and he wrote seven properly. At the same time, the teacher asked him to read chapter 2 that was 'A brave female Pilot'. Yesterday, he had read only letters but today he read some words that revealed that he was improving. At the same time, he frankly said that the problem was on the pronunciation. The teacher was happy for his improvement. Then, the bell was rung and the teacher left the class. Then, I asked him that what his problem in English learning was. He said that he didn't know. But he also said that he would improve very fast.

### **Day 7**

Today as usual, I sat back side of the class watching to 'A'. The teacher asked them for Auxiliary verb but no one could respond including him. The teacher warned them and asked to be clear for next time. Then the teacher asked to turn on page no. 12 which was about description. The teacher asked them to write in the book so he started to write with the guidance of the teacher. But he became confused at a time and was helped by his friend. Finally, he was called by the teacher and taught individually. After that he returned back and started to write and finished his class work. The bell was rung and the class was over.

### **Day 8**

It was Friday and the school had organized Quiz Competition. In the competition, he had not participated but was helping teachers in managing the program. He helped arranging benches inside and outside of the class. He seemed very active student. He and his team were really good. He controlled the mass/audience very nicely. At the time, he used mainly Awadhi language and sometime Nepali too. Though he did not participate as a competitor, he served as volunteer and did very good.

### **Day 9**

Today, I sat in the second last bench watching to 'A'. Today, he seemed to have stomach because of fasting for Ramjan. The teacher asked for homework and he showed. The teacher started to teach negation. The teacher first wrote on the board and asked to write in the copy so he did so. After that he wrote class work given by teacher and showed to teacher that was correct. Then, the teacher gave more sentences to change in to negative as homework and class was over.

### **Day 10**

I was sitting back ward of the class observing 'A'. The teacher to day started to teach about writing essay about school after checking homework. Firstly, the teacher did brainstorming of students about school and wrote some points on the white board. He also copied that in his copy. After that, all the students started to write essay about school. Then, the class was over after ringing the bell.

### **Day 11**

The subject teacher and I entered the class. I sat backside as usual and 'A' was also sitting as usual place and uniform. The teacher asked for homework every student showed but he did not. The teacher advised and gave excuse. The teacher started unit 3 'Wit' and asked him to read. He was reading but feeling difficulties in pronouncing sometimes. The bell was rung and the teacher left the class by assigning homework.

After that I asked him that why he did not write home work. He replied me that he had gone to work in his brother's home to build house.

### **Day 12**

As usual, I sat back side. I observed 'A' and found his as in usual uniform and bench with his usual friends. He showed his homework to the teacher that was good. Then, the teacher asked to turn on unit three and he did so and listen very carefully. He was very concentrated to the teacher and looking in the book by putting finger while teaching passage. As teacher asked to write word meaning in the copy, he started to write and while writing, the bell was rung and the teacher gave homework to write word meaning 2 times in the copy.

### **Day 13**

As usual I found 'A' in same uniform and bench. The teacher was shown home work by him that was good. After that the teacher asked to turn on page no 23 (write in order). The teacher first asked the order of the sentences. He was able to tell order of all three sentences. Then, the teacher gave class work to write same thing in the copy. After that, the teacher wrote the sentences in order on the board and all students were copying that. The bell was rung and the teacher gave homework to write and memorize.

### **Day 14**

Today, 'A' was in red shirt and brown jeans sitting in the first bench. He was doing homework in the class. The teacher asked homework and every student did show but he was not able to show because of incompleteness. He exclaimed that he did not write homework because of his house hold work. With the guidance of the teacher, he turned on page no. 23. It was about 'Time for Grammar' where punctuations were to be put. He was totally concentrated to the book and teacher who was telling about the marks. At the same time I suggested teacher to write symbol with its name on the board that makes easy to understand. Then, the teacher asked a sentence 'I am a student' and asked to put the right mark. Here, he was able to put full stop (.) and the teacher thanked him. Finally, the teacher gave home work to write symbols and their names and to memorize too.

### **Day 15**

Today, 'A' was sitting in the second bench with his usual friends. The teacher first checked homework and started to ask one by one where teacher would write symbol on the board and students need to tell name of the symbols. He then, started to read silently by looking in the copy. The turn was for him to act for conversation and he was not able to say properly. The teacher suggested keeping reading. Then, page no 26 was asked to be opened. It was about filling the gaps with appropriate dialogue. The teacher first asked to fill the gaps so every student started to fill and so as he did. He was suggested by teacher. The bell was rung and they were given same thing as home work.

# English Language Learning by Muslim Students in Multilingual Setting: An Ethnographic Study

## Observation Note: 2

Name: 'B' (*pseudo name*)

Class: 7

School: Shree Banke Rastriya Adharbhut Vidhyalaya, Dhaulagiri, Banke (*pseudo name*)

### Day 1

At first, I showed No Objection letter of Tribhuvan University to the principal of Shree Banke Rastriya Basic School. Then with his permission, I met to the English teacher and told her about my thesis and she permitted me to collect the data for my study.

I entered the class with English teacher and noted down the name of Muslim students from the attendance register. The names that I noted are mentioned below.

1. Irfaan Baghwan (*pseudo name*)
2. Ramjan Ali (*pseudo name*)
3. Asrif Husen (*pseudo name*)
4. Rabina Baghwan (*pseudo name*)
5. Saddam Sai (*pseudo name*)
6. Sakikum Baghwan (*pseudo name*)
7. Saidum Nisha Baghwan (*pseudo name*)
8. Mustakhim Baghwan (*pseudo name*)
9. Sahil Shekh (*pseudo name*)
10. Prabin Shekh (*pseudo name*)

Among above mentioned students, only four students (underlined) were present. And for my purpose, I selected 'B' as sample by applying purposive sampling strategy.

The teacher checked homework and started to teach. While teaching, she used to write word meaning frequently from the unit one. She turned the page no. 2 as teacher suggested and wrote the question from the book that

was ' which is the biggest lake of Nepal?' According to the question, she wrote the answer from the passage that was right. It showed that she can answer the question by reading passage. Similarly, she wrote the answer of the next question that was ' what is the shape of Rara Lake?' She wrote the answer by listening teacher but she was confused in spelling of 'Oval shape' so, the teacher suggested her.

The next question was 'What is the area of Rara Lake?' She answered it by looking to the board. These all the questions were from the unit one 'Place to visit'. Finally, the class was over and she was assigned to write answers of the questions given in the book.

### **Day 2**

After entering the class with subject teacher, I sat backside of the class observing 'B'. She seemed innocent and looking at me. At the same time she was looking after copy in the bag. She stood up and went to the teacher to show homework and after it she started to read the homework silently. Then, the teacher asked students to read word meaning that had been discussed on previous day. She again started to memorized word meaning by moving her hands and pens to the words. While memorizing sometimes she talked with her Mushlim friend. Suddenly subject teacher changed her seat and asked to sit on the first bench of middle row. Again she continued to memorize and sometime she seemed asking to her friend. The subject teacher asked her to come in front of the class to write word meaning in her copy. I thought that she would be fail but she passed. She answered all the meanings asked by the teacher and came back to her previous bench. The bell was rung and the teacher left the class assigning to memorize the word meaning.

After that I met her individually and spent some time with her. When I asked her that how she wrote homework at home and she replied that she studied herself and used to do homework herself. No one helped her at home for study.

### **Day 3**

Today, I entered the class with the teacher. I sat back side of the class observing to 'B'. She was sitting in the second bench with her friend who was from same community. She had worn school uniform that is called Kurtha and had black shoal on her head. She was looking so innocent looking at me. Then, she took copy from her bag and went to the teacher to show her homework. She was sitting by opening book before teacher said and then teacher started to teach about

season. The teacher first used mobile as teaching material; every students were interested and happy to see it. The teacher then started to discuss about lesson by showing picture in it. She was so concentrated to the teacher. Then, the teacher asked them to write question from the book that was ' How do you go to the Rara Lake? She copied it from the book and started to write answer from the board. Continuously, she finished all the answers and questions. At the time, she was frankly asking the words that were not visible from her seat. The teacher then led them to next topic that was Time for Grammar. The teacher asked them to write that as class work and at the time she asked in Nepali 'Madam, yaha bata lekhne? Then she continued to write. She sometime discussed with her friend and wrote. Finally, she finished her work and was checked by the teacher. The bell was rung and the class was over.

#### **Day 4**

It was Labor Day. All the teachers were presented early and I met with all and talked little bit about my project work (thesis). Then, after starting class, I entered in to the class with the teacher and sat behind. 'B' was with her Muslim friend and talking with her in Awadhi language. First, she went to the teacher and showed her homework and came back to her bench and was talking again in Awadhi about homework. After checking homework, the teacher asked students to tell word meaning but no one replied so, the teacher gave time to memorize once again. Then, she took her copy and started to read. She sometimes covered her copy with her finger and memorized. After that, she went to teacher for writing the word meaning in her copy (I like this technique because it develop the writing and memory power). She wrote all the word meaning one by one and return back to her bench. Suddenly, the teacher asked to turn on page no. 8 so she did. It was about 'Study Time'. At the same time, again teacher said to go in page no. 9 and she did. At this time, she was looking so interesting. The teacher was guiding and students were writing in the book. The bell was rung and the teacher said that the unit was over and gave home work. She suddenly opened her copy and did some left work in the copy.

#### **Day 5**

As usual, I entered the class and sat back side of the class. 'B' was sitting with her Muslim friend and talking in Awadhi. She then, showed homework and came back to her bench. She started to read the word meaning given in the previous day. She some time was looking at the copy, sometime talking to friend and some time was

looking at me. The teacher then asked students to take a sheet of paper from their copy and to write their name and so she did. It was for the purpose of dictation. The teacher started to say words one after another and she wrote the words in her copy. The words were National Park, Altitude, Remote, and perceive etc. At the time of writing, she sometime was laughing. She altogether wrote 15 words. The teacher then took the paper and started to check. She was talking about next unit in her Awadhi language. The bell was rung and class was over.

### **Day 6**

As usual, I was in the backside of the class. With the guidance of the teacher, she was memorizing the meaning words. She some time was turning back to her friend and guiding about word meaning. The teacher, then asked to write the class work that were word meaning and answer questions. The teacher was guiding and finally, she finished her work and started to memorize. After that, the teacher said that unit one was finished and asked them to open unit two and so she did. The teacher wrote word meaning and asked students to copy. While writing, the teacher mistakenly wrote 'Inkeeper' instead of 'Innkeeper' and she requested teacher to correct the word. It was really impressive. It revealed that she was concentrated and had sense of wrong and write. The writing was completed and class was over.

### **Day 7**

Today, 'B' moved her bench in the middle row and sit there. She showed homework to the teacher. Then, she turned on her book for new topic that was 'Going home'. One of the boys stood up and read book and at the time she was moving her finger to the passage. Now, the turn was for her and started to read but could not read properly. She had problem in pronunciation and was guided by the teacher. She read a paragraph and sat down. Like this, reading was over. The turn went for another and she was concentrated in reading by moving her finger to the text. The class was over and the teacher left the class by giving homework.

### **Day 8**

Today, the teacher was asking word meaning to students one by one. The turn was for 'B' but she could not tell and standing silently by bowing her head and turning the pages in the book. She was silently listening to the teacher. Then, the teacher asked to turn page no. 16 and asked the worm up questions to the students. Some answers were given by students but she was still silent. The teacher then asked

students to write the answer of the questions and so they did including she. Finally, the bell was rung and class was over.

### **Day 9**

As usual, I was in the class and 'B' to in casual dress. She was sitting between two friends Hindu and Muslim. She showed her homework and was talking to her friend about the questions given by the teacher. Sometime later, she went in front of the class as teacher said and did conversation with teacher. Then, she wrote word meaning in front of the teacher which was completely right. It was wonderful. She came back to her bench and turned page no. 18. There was conversation and she started to read that was between two boys. At the same time the bell was rung and the teacher left the class by giving homework.

### **Day 10**

Today, 'B' was sitting in the last bench of first row. She showed her homework to the teacher. Then, the teacher asked two students to act out the conversation and she was listening very carefully. In this way, the time was for her and started to read but in the second line, she was confused to pronounce the word and she asked to the teacher. With comparison to others, she read very well, not fluently but with tolerable. After that, the teacher asked to go on page no. 20 and so she did. It was for class work so, she started to write it. While writing, the bell was rung and the teacher was hurried to prepare for the program as it was Friday.

### **Day 11**

As usual, I entered the class and sat backside. 'B' was also in usual uniform and was sitting in the third bench of first row. After checking homework, the teacher get them write answer questions from the board. The teacher asked them again to read the answer question twice for vocabulary practice and reading. She did that consciously. Sometime she would be confused so asked to the teacher. Now, the class was over and the teacher gave homework.

### **Day 12**

As usual I entered the classroom with the teacher and sat backward of the class. 'B' showed her homework to the teacher. As teacher suggested, she started to read answer questions and after reading she was asked to write in the copy in front of



the teacher. She did very well though there was wrong somewhere and corrected by teacher. This technique really does work for reading and writing. The bell was rung and teacher left the class by giving homework.

### **Day 13**

As usual, 'B' showed her homework to the teacher. Today the teacher taught about writing essay on the topic of Discipline. While teacher was brain storming, she was very active. She would reply every questions asked by the teacher. Then as teacher started to write essay on the board and let them write, she wrote essay in the copy from the board. Finally, writing essay was completed and class was over.

### **Day 14**

'B' was in school uniform and was sitting in the third bench of first column. She showed her homework to the teacher then the teacher asked them to turn on page number 17 (D). She did it and as the teacher was writing answer of the question, she was copying them. While copying answer, she was confused and stopped to write. The teacher asked that why she did not write. Then she again continued writing. After that, the teacher gave question number 3 as a class work and she did it. The bell was rung and the teacher gave homework to memorize answer questions.

After that I met 'B' individually and asked her that why she stopped writing; she replied that she did not find question from the book. And when she found, she started to write.

### **Day 15**

Today, I entered the class and sat in the second bench of the second column. She was also sitting in the second bench but in the first column. As the teacher asked, she showed her homework that was really good. Her writing was very impressive. After that, the teacher asked everyone to read the previous answer questions and she also started to do that. She turned on the copy and started to read silently. She was waiting for her tern and finally she got it. She also did here very well and the teacher thanked her. Finally, the bell was rung and teacher left the class by giving homework.

# **English Language Learning by Muslim Students in Multilingual Setting: An Ethnographic Study**

## **Observation Note: 3**

**Name:** 'C' (*pseudo name*)

**Class:** 8

**School:** Shree Banke Rastriya Adharbhut Vidhyalaya, Dhaulagiri, Banke (*pseudo name*)

### **Day 1**

At first, I showed No Objection letter of Tribhuvan University to the principal of Shree Banke Rastriya Basic School. Then with his permission, I met to the English teacher and told her about my thesis and she permitted me to collect the data for my study.

I entered the class with English teacher and noted down the name of Muslim student who was only one in the class. I had no option to select others on the basis of the sampling strategy. Therefore, I chose her as a sample. Her name was 'C'. She was from Sahadathpur Village.

She sat on the last bench. I saw her alone in the bench. She was in school uniform with yellow shawl. She was presented with her completed homework. The teacher requested to all students for memorizing the word meaning but she was confused about that and asked with her another friend. She started filling the gap in book by looking others' book. She wrote in page no. 4, 5, and 6. The teacher provided word meaning copy of a student to her for writing (copying). Today, she was totally concentrated in copying the word meaning for vocabulary development. The bell was rung and the class was over.

### **Day 2**

Today, I also entered the class with the subject teacher. I sat on the last bench and looked for her. The teacher checked homework of the students. She was also showed her homework. Then, she came back to her bench. She had worn school uniform. After checking homework, the teacher gave them class work from the book. She did the task but was not clear in writing. The teacher suggested to look

in the book and started to do. The bell was rung and the teacher left the class by assigning the homework.

### **Day 3**

As usual, I entered the class and sat backward. She was in school uniform. She showed her homework. The teacher suggested her in her writing. Then after, she came back to her bench and looked her book and copy. The teacher asked them to turn page no 17 that was the conversation between a tourist and Ram. All students were divided in pair for practicing conversation. After sometime, she got tern for it. She took the turn of tourist and her friend for Ram. She read sentence, where her pronunciation was paused (she stopped) in some words. At the same time, teacher helped them. She also took help from the teacher when she was confused. She did good performance. After that, she read the same conversation while sitting on her bench. The bell was rung but, teacher continued the work and remaining pairs finished too. At the time, she was listening very carefully by pointing the words with her finger. Finally, the teacher left the class by assigning same work as reading and writing.

### **Day 4**

Today, I and the teacher entered the class. All the students did greeting and she as well. I sat backward of the class and looked for her. She was on the third bench of the first column. She was in school uniform but alone on the bench. The teacher asked for homework so she did. After that, the teacher started to discuss about writing essay on the topic of "Computer ". The teacher showed picture of computer and asked what that was. All students answered very excitedly as "This is computer". At first, the teacher brain storming and wrote the points given by the students. While brainstorming, she was writing points in the copy from the boards. The teacher asked for its parts; ...says key board, monitor and mouse very excitedly and happily. The, the teacher started to describe the computer and its parts very nicely. She was looking very interested and concentrated to the teacher. Suddenly the bell was rung and the teacher left the class by giving homework of writing essay on the same topic.

### **Day 5**

As usual, I entered the class with the teacher and sat back of the class. I looked to 'C' who was sitting in the last bench wearing the school uniform. Teacher asked students for homework and she went to the teacher and showed her homework. At

the same time, teacher asked her whether she had read answer questions. She replied 'No'. Then, the teacher got her to do class work of same questions by reading passage that was from 'Visitor's Guide to Pokhara'. She seemed obedient and honest student because she dared to say 'No' instead of pretending and telling lie. Due to this, the teacher suggested and gave chance to read for some moments while other students were showing class work. After few minutes, she finished her task and submitted the task to the teacher that was good. Later, she looked the copy by herself. The bell was rung. The teacher gave home work that was question no. 1, 2, and 3 from the page no. 13.

### **Day 6**

Today, also I entered the class with the teacher. All the students greeted to us. Then, I sat on the last bench by looking to her. Today, she was silent may be because of being alone. She submitted her homework to the teacher. The teacher was teaching about Godawari. The teacher told about the place and asked two questions, one to Student 'C' and next to another student. No one could reply. The teacher then continued teaching. But for this time, Nepali language was being used mostly. The students seemed to be comfort. They listened more carefully than before. After finishing, the teacher asked question to two other students; they reply that right though grammatically answers were not relevant. The teacher then asked fill in the blanks, the students reply all which were correct.

Due to lack of time, the teacher wrote answers herself in the board and got student to copy them. She wrote all the answers from the board herself. Suddenly, bell was rung and the teacher left the class. She continued writing and finally finished it.

### **Day 7**

It was Friday and day for extra-curricular activity. The program to be conducted was quiz competition and started from third period. Due to this, I was not able to observe the English class as it was in fourth period. In the day, I observed her behavior. While arranging the stage for the program, she was very active. In the process of arranging it, she would help in bringing benches and chairs. I also found her in serving water and chair to the teachers. At the time, she used to speak broken Nepali language in Awadhi tone. She was looking very comfortable and

familiar with Hindu friends as well. I observed her in entire program and found her as helpful and collaborative.

### **Day 8**

As last Friday, there was not class, the teacher did not asked for any homework and directly moved to the text. The teacher looked in the BLE Practice Book and wrote some sentences on the board that was to write in order. It was from the 'Ghale Gaun'. All the students were asked to read the passage from the book, and so she did. First, she wrote the sentences from the board and finally, she started to read the passage. While reading, she was confused so, she called the teacher and asked and was helped. She then, started to write the sentences in order. She was working very hard as I found her reading by pointing with the finger. Suddenly, the bell was rung and teacher left the class by giving same homework. After that, I asked her whether she had understood. She replies me 'Yes'.

### **Day 9**

As usual, I entered the class with the subject teacher and sat back side of the class. Today, she was sitting with a Hindu friend. The teacher asked for home work and she did so. After that, the teacher started the lesson that was 'Directing the Tourist'. She was listening very carefully to the teacher. The teacher then, wrote the exponents of directing the places. She copied them in her copy. The teacher gave some places that were Health-post/Hospital, Nearest Bus park/Airport, Nearest Campus/School, nearest rivers/swimming pool, nearest Picnic spot. She did very well. Then after, the teacher wrote word meaning that were: cultural dances, impression, destination, inhabitant, hospitality etc. She copied them in her copy very nicely. The bell was rung and the class was over.

### **Day 10**

As usual, I sat in the back bench of the class. Today, she was also in school uniform and was sitting in the third bench with three others. She showed her homework to the teacher and came back to the bench and started to read word meaning. The teacher then asked all the students to find the words from the passage as indicated in the brackets. She first wrote the word from the board and started to search the word/meaning in the passage. She was searching by skimming the book and sometimes, she used to look to the board. She was confused and others too. The bell was rung and the teacher gave same as homework.

### **Day 11**

The teacher asked for the homework; while checking homework of other, she was very silently reading word meaning. The teacher checked hers and did some correction because all the work was not correct. After that, as directed by the teacher, she started to write answer from the passage. While writing, she read passage by pointing it with her fingers. But suddenly, the bell was rung and the teacher gave it as home work.

### **Day 12**

Today as usual, I entered the class with the teacher and sat back side. She was in full school uniform and was sitting in the second bench with other two friends. The teacher asked homework but after checking the teacher was not satisfied with the answer so she again asked students to write it. As asked by the teacher, Kadrun started to search. She was reading line by line and underlining as necessary (might be important sentences). She sometimes was reading and some time writing. She then showed class work to the teacher. It was good as told by teacher. Even, the teacher somewhere corrected some answers. Finally, the teacher left the class by giving work.

### **Day 13**

As usual I entered the classroom with the teacher and sat backward of the class. she showed her homework to the teacher. As teacher suggested, she started to read answer questions and after reading she was asked to write in the copy in front of the teacher. She did very well though there was wrong somewhere and corrected by teacher. This technique really does work for reading and writing. The bell was rung and teacher left the class by giving homework.

### **Day 14**

It was Friday and the school had organized Quiz Competition. In the competition, she was helping teachers in managing the program. She seemed very active student. She helped arranging benches inside and outside of the class. She and his team were really good. She controlled the mass/audience very nicely. At the time, she used mainly Awadhi language and sometime Nepali too. Though she did not participate as a competitor, she served as volunteer and did very good.

## **Day 15**

The subject teacher and I entered the class. I sat backside as usual and she was also sitting as usual place and uniform. The teacher asked for homework every student showed but she did not. The teacher advised and gave excuse. The teacher started unit 3, and asked her to read. He was reading but feeling difficulties in pronouncing sometimes. The bell was rung and the teacher left the class by assigning homework.

## Interview One

### Coding

- **Helping each-other is Means of Effective Learning:**

I have both friends Muslim and Hindu. I stay with all and enjoy in study with them. If I get problem sometime, they teach me so I learn very easily.

- **Muslim Students Have to Learn More Language that is Difficult Phenomena:**

I speak Hindi language. I study Kaida, Yassernal Kuran, Ammapara, Alislammeen, Sayakul. I speak Nepali with Nepali speaking friends in the school. I can't speak English properly. I use Hindi while talking to my father, mother, brother and sister. Yes, Hindi, Urdu and Nepali language that I speak creates problem in English learning.

- **Lack of Proper Language Expose in Learning Environment:**

I use Hindi while talking to my father, mother, brother and sister. I study Urdu in Madarsa so that I feel it difficult to study all the languages together. Mostly I speak Nepali in the school because nobody uses English in the school; subject teacher only speaks little bit.

- **Muslim Feels Comfort in Learning English through Thee Language They Understand:**

I understand it (English) more if it is translated in Nepali. It is because to be able to speak English, First of all I should know about the language that is possible if it is taught through the language that I understand to be well learner, first the helps us about the direction to understand and clarifies the meanings of text and grammar rules.



## Interview Two

### Coding

- **English as Language of Education:**

I am very interested to English. English speakers are treated as the most educated person who enjoys the social prestige. English speaker can adjust in every corner of the world. I Enjoy learning and feel interested to speak it though I can't speak properly.

- **Dealing with more Languages in a Single Day is Difficult:**

I can speak Nepali and Awadhi and I can read Urdu and English little bit. Yes, Awadhi is spoken in my village. Sometime, Nepali is also used in my village. I study Urdu in Madarsa so that I feel it difficult to study all the languages together.

- **Lack of English Use in the Muslim Community:**

No, English is not spoken in my community. Yes, I study Urdu in Madarsa so that I feel it difficult to study all the languages together.

- **Teaching English through Translating is Effective for Muslim:**

My teacher uses Nepali language to teach English here in lower secondary level. And I feel it easy because I can understand and speak Nepali well. Firstly, my teacher speaks English, and then she translates in Nepali...If I don't understand in Nepali then some time she uses my language...I can understand through Awadhi and Nepali both. But Awadhi is more effective for me...In teaching word meaning, she tells in Awadhi and also while writing essay, she guides me in my language to make me understood.

- **Teaching Materials Helps in Learning:**

If people in my community would speak English then it could be easier for me. Even, it the teacher could use teaching materials like audio and video

then I could feel it easier. When teacher uses chart paper, flash card, language game while teaching English, I understand better them in normal class. So, it helps me to grasp more information.

## Interview Three

### Coding

- **English as Very Useful Language:**

English is very important language. Educated people speak it. English language is used everywhere. It is used in school. It is used in offices and Bank. It is also used in Multimedia like mobile, calculator and Television. It helps to get job as well.

- **Helping is Effective for Learning**

My teacher tells me to study English. After Madarsha class, teacher gives leave and I come here to study. Even when I ask for leave to come here early for some purposes, he allows me. Yes, when I try and work hard, then I feel English easy. Especially, when teachers and my friends help me, I become happy and interested toward learning it more.

- **Teaching Materials as Core Aspect in Learning:**

If teacher teaches English by translating in Nepali, and by showing picture then I understand more. Sometime, teacher also shows us mobile to teach word meaning then I feel so happy to study. And, while teaching lesson, if the teacher writes the main points on the board, it becomes easy for me to understand and to note down in the copy.

## Observation One

### Coding

- **English Pronunciation and Writing as Hard-work for Muslim Students:**

He started to read the passage from others' book. When Student 'A' started, he was unable to read and pronounce a single word and sentence but he can read letter of word. This is his weak point in English. The teacher asked them to write in the book so he started to write with the guidance of the teacher. But he became confused at a time and was helped by his friend. Finally, he was called by the teacher and taught individually. After that he returned back and started to write...he used mainly Awadhi language and sometime Nepali too...The teacher asked for homework every student showed but Manjur did not.

- **Lack of Using English in Own Place Hinders in Learning:**

The teacher called him in front and asked to write in the copy and he wrote seven properly. At the same time, the teacher asked him to read chapter 2 that was 'A brave female Pilot'. At the same time, he frankly said that the problem was on the pronunciation. ..Then, I asked him that what his problem in English learning was. He said that he didn't know... The teacher asked them to write in the book so he started to write with the guidance of the teacher. But he became confused and was helped by his friend. Finally, he was called by the teacher and taught individually.

- **Teaching English by Using Nepali and Awadhi is Effective for Muslim Students:**

The teacher was teaching word meaning. All the students were listening very carefully and so she did. But immediately, when teacher asked to her, she

answered nothing. The teacher asked her that she understood or not. She says that she did not. The teacher then, told her in both Nepali and Awadhi respectively; she said 'Yes, I know' and became happy.

## Observation Two

### Coding

- **Helping in the Management of the Program:**

It was Friday and the school had organized Quiz Competition. In the competition, he had not participated but was helping teachers in managing the program. He helped arranging benches inside and outside of the class. He seemed very active student. He and his team were really good. He controlled the mass/audience very nicely...His friend (Kudabuddin) had lost his copy so that he taught him to pronounce the word...Similarly, I found that he was sharing his sharpener to his Hindu friend to sharp pencil that really impressed me. After that he went to the teacher to show his class work; the teacher checked and found some mistakes and did correct.

- **Teaching Materials Enhance Learning:**

The teacher first show android mobile and used it as teaching material. All the students were interested and happy to see it. The teacher then started to discuss about lesson by showing picture in it. She was so concentrated to the teacher.

## Observation Three

### Coding

- **Muslim Students' Weakness in English Reading and Writing:**

After sometime, she got turn for it. She took the turn of tourist and her friend for Ram. She read sentence, where her pronunciation was paused (she stopped) in some words. At the same time, teacher helped them. She also took help from the teacher when she was confused... While reading, she was confused so, she called the teacher and asked and was helped...The teacher asked for the homework; while checking homework of other, she was very silently reading word meaning. The teacher checked hers and did some correction because all the work was not correct...The teacher asked homework but after checking the teacher was not satisfied with the answer so she again asked students to write it.

- **Translation is Effective for Learning English:**

The teacher was teaching about Godawari. The teacher told about the place and asked two questions, one to Student 'C' and next to another student. No one could reply. The teacher then continued teaching. But for this time, Nepali language was being used mostly. The students seemed to be comfort. They listened more carefully than before. After finishing, the teacher asked question to two other students; they reply that right though grammatically answers were not relevant. The teacher then asked fill in the blanks, the students reply all which were correct.

- **Teaching Materials Creates Live Learning:**

The teacher started to discuss about writing essay on the topic of "Computer ". The teacher showed picture of computer and asked what that was. All students answered very excitedly as "This is computer". At first, the teacher did brain storming and wrote the points given by the students. While brainstorming, she was writing points in the copy from the boards. The teacher asked for its parts;

says key board, monitor and mouse very excitedly and happily. The, the teacher started to describe the computer and its parts very nicely. She was looking very interested and concentrated to the teacher.



## Decoding

- **English as Language of Education:**

- I am very interested to English. English speakers are treated as the most educated person who enjoys the social prestige. English speaker can adjust in every corner of the world. I Enjoy learning and feel interested to speak it though I can't speak properly.
- English is very important language. Educated people speak it. English language is used everywhere. It is used in school. It is used in offices and Bank. It is also used in Multimedia like mobile, calculator and Television. It helps to get job as well.

- **Helping Each-other is Means of Effective Learning:**

- I have both friends Muslim and Hindu. I stay with all and enjoy in study with them. If I get problem sometime, they teach me so I learn very easily.
- My teacher tells me to study English. After Madarsha class, teacher gives leave and I come here to study. Even when I ask for leave to come here early for some purposes, he allows me. Yes, when I try and work hard, then I feel English easy. Especially, when teachers and my friends help me, I become happy and interested toward learning it more.
- It was Friday and the school had organized Quiz Competition. In the competition, he had not participated but was helping teachers in managing the program. He helped arranging benches inside and outside of the class. He seemed very active student. He and his team were really good. He controlled the mass/audience very nicely...His friend (Kudabuddin) had lost his copy so that he taught him to pronounce the word...Similarly, I found that he was sharing his sharpener to his Hindu friend to sharp pencil that really impressed me. After that he went to the teacher to show his class work; the teacher checked and found some mistakes and did correct.

- **Muslim Students have to Deal with More Languages in a Single day that is Difficult Phenomena:**

- I speak Hindi language. I study Kaida, Yassernal Kuran, Ammapara, Alislammeen, Sayakul. I speak Nepali with Nepali speaking friends in the school. I can't speak English properly. I use Hindi while talking to my father, mother, brother and sister. Yes, Hindi, Urdu and Nepali language that I speak creates problem in English learning.
- I can speak Nepali and Awadhi and I can read Urdu and English little bit. Yes, Awadhi is spoken in my village. Sometime, Nepali is also used in my village. I study Urdu in Madarsa so that I feel it difficult to study all the languages together.
- He started to read the passage from others' book. When Student 'A' started, he was unable to read and pronounce a single word and sentence but he can read letter of word. This is his weak point in English. The teacher asked them to write in the book so he started to write with the guidance of the teacher. But he became confused at a time and was helped by his friend. Finally, he was called by the teacher and taught individually. After that he returned back and started to write...he used mainly Awadhi language and sometime Nepali too...The teacher asked for homework every student showed but 'A' did not.

- **Lack of Proper Language Expose in Learning Environment:**

- I use Hindi while talking to my father, mother, brother and sister. I study Urdu in Madarsa so that I feel it difficult to study all the languages together. Mostly I speak Nepali in the school because nobody uses English in the school; subject teacher only speaks little bit.
- No, English is not spoken in my community. Yes, I study Urdu in Madarsa so that I feel it difficult to study all the languages together.

- The teacher called him in front and asked to write in the copy and he wrote seven properly. At the same time, the teacher asked him to read chapter 2 that was 'A brave female Pilot'. At the same time, he frankly said that the problem was on the pronunciation. ..Then, I asked him that what his problem in English learning was. He said that he didn't know... The teacher asked them to write in the book so he started to write with the guidance of the teacher. But he became confused and was helped by his friend. Finally, he was called by the teacher and taught individually.
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- I understand it (English) more if it is translated in Nepali. It is because to be able to speak English, First of all I should know about the language that is possible if it is taught through the language that I understand to be well learner, first the helps us about the direction to understand and clarifies the meanings of text and grammar rules.
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Nepali well. Firstly, my teacher speaks English, and then she translates in Nepali...If I don't understand in Nepali then some time she uses my language...I can understand through Awadhi and Nepali both. But Awadhi is more effective for me...In teaching word meaning, she tells in Awadhi and also while writing essay, she guides me in my language to make me understood.

- The teacher was teaching word meaning. All the students were listening very carefully and so she did. But immediately, when teacher asked to her, she answered nothing. The teacher asked her that she understood or not. She says that she did not. The teacher then, told her in both Nepali and Awadhi respectively; she said 'Yes, I know' and became happy.
- The teacher was teaching about Godawari. The teacher told about the place and asked two questions, one to Student 'C' and next to another student. No one could reply. The teacher then continued teaching. But for this time, Nepali language was being used mostly. The students seemed to be comfort. They listened more carefully than before. After finishing, the teacher asked question to two other students; they reply that right though grammatically answers were not relevant. The teacher then asked fill in the blanks, the students reply all which were correct.

- **Teaching Materials Makes Learning Lived and Interesting:**

- If people in my community would speak English then it could be easier for me. Even, if the teacher could use teaching materials like audio and video then I could feel it easier. When teacher uses chart paper, flash card, language game while teaching English, I understand better than in normal class. So, it helps me to grasp more information.
- If teacher teaches English by translating in Nepali, and by showing picture then I understand more. Sometime, teacher also shows us mobile to teach word meaning then I feel so happy to study. And, while

teaching lesson, if the teacher writes the main points on the board, it becomes easy for me to understand and to note down in the copy.

- The teacher first show android mobile and used it as teaching material. All the students were interested and happy to see it. The teacher then started to discuss about lesson by showing picture in it. She was so concentrated to the teacher.
- The teacher started to discuss about writing essay on the topic of "Computer ". The teacher showed picture of computer and asked what that was. All students answered very excitedly as "This is computer". At first, the teacher did brain storming and wrote the points given by the students. While brainstorming, she was writing points in the copy from the boards. The teacher asked for its parts; says key board, monitor and mouse very excitedly and happily. The, the teacher started to describe the computer and its parts very nicely. She was looking very interested and concentrated to the teacher.

## **Themes Building**

- Collaboration as a Means of Learning
- English as Means to Progress
- Linguistic diversity
- Low Level of Language Exposure and Comprehension
- Bilingual Policy
- Use of Effectual Tool

